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SECOND

ANNUAL REPORT

OF THE

GENERAL SUPERINTENDENT.

OF

COMMON SCHOOLS.

RALEIGH:

W. W. HOLDEN, PRINTER TO THE STATE.

1855.

[Ordered to be printed.]

EXECUTIVE DEPARTMENT, {
December 10, 1854. }

To the Honorable the

General Assembly of North Carolina:

I herewith transmit the annual Report of the Superintendent of Common Schools, submitted by that officer in obedience to the 11th section of the Act of 1852.

I have the honor to be, &c., &c.,

WARREN WINSLOW.

RALEIGH, December 13, 1854.

*To His Excellency, WARREN WINSLOW,
Gov. of the State of North Carolina:*

SIR—Together with this I transmit to your Excellency my *second Annual Report*, as Superintendent of Common Schools. By law, I am required to make two Reports this fall—one covering the whole subject of education in North Carolina for the special use of the Assembly, and the other, the Annual Report of the operations of the schools for the last school year. This last had to be made up after the receipt of the returns from Chairmen, and as few of them came to hand this month, I have hurried my Report as fast as possible to get it before your Excellency, and through you to the Assembly, at as early a day as possible. Even yet *twelve counties* have not been heard from. I may mention to your Excellency that the Printer for the State informs me that he can print the accompanying report as soon as the other—that is, that he will take them both up at once—that the Assembly may have all the matter connected with Common Schools before it at the same time.

My first Report I could not begin until a certain season: I had then but a short time to make it in before the meeting of the Assembly, and much of this time I was absorbed with domestic afflictions which made sacred and paramount claims to my time.

These explanations are made as a matter of justice to myself.

With much respect,

C. H. WILEY,
Sup. Common Schools.

REPORT.

To his Excellency, Warren Winslow,

Governor of the State of North Carolina :

SIR :—The Act of Assembly providing for the appointment of a Superintendent of Common Schools, (sec. 11,) requires that officer annually to submit in writing, to the Governor of the State, a report, “giving a detailed and condensed account of the manner in which he has performed his several duties; of the operations of the system of Common Schools, together with such suggestions and recommendations as he may deem proper, with tables showing the number of white persons five years old and under twenty-one, in each county in the State; the number who have attended school during the year; the length of time during which the schools have been kept open in each county; the number of School Districts in each county, and the number of male and female teachers licensed in each county to teach Common Schools, and the average salaries of teachers;” of which report the Governor is to transmit copies to the General Assembly.

In accordance with the above requirements, I proceed to make this, my second annual report, to your Excellency; and although the material from which it was intended the report should be made is not yet all in hand, I deem it important not to wait, as the Legislature is now in session, and will naturally desire all the information upon the subject of Common Schools which can be furnished by those having official connection with them.

Up to this date the returns from *seventy counties* have been received ; and in all or nearly all of these, are seven columns to be added up, in order to furnish the statistical table required. Many of these are long ; and to add up these 490 columns, and to prepare a table like that in my first report, would require an amount of time which would delay this report too long to make it subserve the purposes of the Assembly, which should have all its business before it an early day.

To furnish the members, however, with an idea of the attendance on the schools, and of the number of children in the State, the table in the former report is appended to this ; and with it are some additional statistics and explanations, to which special attention is directed.

The delays experienced in getting the annual returns from the county chairmen for last year, necessarily prevented the appearance of my report till the spring of the present year ; and even then a few returns were received after that report went to press.

Anxious to do nothing rashly, and correct old habits of carelessness by those means best calculated to promote the success of the cause, the non-accounting chairmen were applied to in a respectful manner—and the necessity and propriety of full and early returns, according to law, pointed out. Some of these counties were the first to report this year ; and there is also this year a larger number of certificates from Committees of Finance—these certificates being the only vouchers to the State for the correctness of the accounts rendered.

The business connected necessarily with that Report—the efforts made, in consequence of information received, to correct important irregularities in certain places—the preparation and printing of new blanks for chairmen, intended to be more commodious and useful—and of blanks for committees—the preparation of general instructions on certain cardinal points suggested by past experience

and observation—the study of statistics furnished, and the proper attention to a great many questions coming up to me from chairmen, committees, teachers and others, and the time and labor devoted to the farther progress and more full development of reforms already commenced, consumed a good deal of the early part of the year.

It was naturally expected by persons who felt a practical interest in these things, that the superintendent would avail himself of all convenient means to become well acquainted with the nature of common schools and the best plans in vogue for carrying them on: and I felt it to be important to visit those northern States which had most experience in these things, and which, in these respects, had succeeded better than other communities on this continent. Some of these States had formerly, when in earnest on this subject, sent persons to Europe to examine and report on some of the older systems there: and indeed it is the dictate of common sense to bring to bear on any matter the united experience of those who are most familiar with it.

During the first year of my term of office, however, I could not find time to leave the State; and as an answer to some who suppose the place a sinecure, &c., I may state, properly, that I had strong private reasons also for leaving then, and which would have added probably more than my salary to my income. But I wished first to know precisely how we stood here, and how we had been working—and consequently I did not visit the north until the past summer.

What I learned there and at home I intended for my guidance while in office; but if it should be desired, I would furnish the result of my observations in a distinct report. Such information not being now called for, I suppose it would not be advisable to put it in this report, and thus swell it to an inconvenient size.

I have endeavored also, during the present year to obtain information from every county in the State, on certain cardinal points connected with the past operations and present position of our system; and part of the results are given in another place. I have too, as much as possible, consulted with experienced persons; and tried to affect public opinion through those channels which form the surest means of making lasting impressions. Some of these have already been alluded to in a former report, intended for the Assembly; but that all persons may fully understand my course, and as it is due to myself to give my action and the reasons for it, I will here briefly allude to this matter again.

It is perfectly obvious to me, after a careful survey of the whole field, that there are at least three things necessary to the success of our present Common School system in North Carolina, viz: 1. *A stricter and more uniform and patient attention to the execution of the Law.* Annual reports from every county ought to be insisted on, together with a certificate to the correctness of the financial statement from the Committee of Finance, authenticated by the Clerk of the County Court. Such a course will not make a great noise or effect an immediate revolution obvious to superficial observers, but it will secure these substantial benefits: it will enlighten the public—it will insure the keeping of correct accounts in the counties, open to the inspection of every-body, thus giving more confidence to those who are inclined to suspect wrong, and accuse the county officers, causing confusion and a want of interest thereby—and it will cause the chairmen to see, that those who have to account to them, discharge their duties punctually. Committees are required to make two reports to the Boards of County Superintendents: one giving the number and names of all the children in each District, and the other giving an ac-

count of the School, for which they draw on the chairmen.

It is necessary to the Board, that it may act wisely, to know the number of children in each year, in every District; and it is essential to the best interests of the Schools, that no draft be paid to teachers unless it be accompanied with a statement of the time the School was taught, the name of the teacher, the studies taught, the attendance, &c., &c.

Now, when chairmen found it was not important to make annual returns, they ceased to keep any regular accounts; and those dissatisfied with the schools can, in many places, point to the want of a record, or to one not at all satisfactory as evidence of charges they may be disposed to bring against the schools and the accounting officers. If the State should require every county to show the records and vouchers required by law, for all sums sent out, immense confusion would ensue, for immense sums would be put in suit. Doubtless much of it has passed through honest hands: doubtless a sum sufficient to pay a Superintendent for twenty years has been carelessly handled, to say the least of it. Now, the chairmen finding it not important to render full and prompt accounts, did not rule the committees up to a regular discharge of duty—and so the relaxation, beginning at the head, passes down to all the limbs, and the whole system acquires a loose, disjointed motion. Thus things went on for twelve years; and now there is a universal complaint that committees will not make the proper returns. In some counties the number of children even, is a mere matter of guess, and the Superintendents are without that essential information necessary to make a wise beginning. Chairmen now justly consider it a hardship to give information that is not reported to them; and hence, while I have been trying to rule them up to punctual returns, I make all due allowances for them, and endeavor

to devise ways and means to assist them in ruling up the committees. These reports, required of the committees, can be made in one hour; but old habits are hard to correct, while many are not aware of their duties in this respect, never having been required, heretofore, to discharge them. To give them information, and to make the duty easy as well as to have it satisfactorily done, I have prepared and had printed and circulated blanks for each report; and to the one giving an account of the school is a blank draft to be filled out for the teacher's salary. The draft and report are to go together, and have a caption with full explanations; and while to fill out this blank will require but a few minutes, it will, when properly filled, give an account of the attendance of each child, of the branches taught, the time, and the pay per month or day of the teacher. The committee having such a report to make will expect the teacher to keep the account; and every teacher ought to keep such an account to shew what he has done, as an exercise of his skill, and to stimulate him to exertion as he knows this account has to be filed with the papers of the county chairman. Let a shrewd, bad, or ignorant teacher have an ignorant committee to deal with, and let him know that nobody but this committee is to judge of his course, and you have a state of things that offers a dreary prospect. It is not at all uncommon to have men on committees who cannot read: some of these, as I know from personal observation, make capital committee men, all things considered, when there are checks and guards by which they can learn a teacher's character and capacity from disinterested persons of more intelligence. I have tried other ways of operating on committees; and I have tried to collect the opinion of all the chairmen in the State, and of others interested, as to the best modes of selecting committees. The result is given in another place.

While on this subject it may be well to allude to a natural conclusion derived from the above statements. We see that an irregularity in the heart, which may even be deemed small by some, pervades the system, enters into the entire circulation, and breaks out in all sorts of sores. Such diseases are not cured in an hour: *the circulation* must be again purified, the *fountain* cleansed, or else all local remedies and applications will prove a failure; and to improve a debased circulation and brace a perfectly relaxed system, requires time, patience, and great care in dieting. It must all come from the stomach; and however a paralytic may be galvanized for a moment, or a reduced patient be stimulated by opium or brandy, these remedies will not make him strong and healthy. So in an educational system like ours: good speeches may produce a momentary enthusiasm, or help to raise money, but they will not make good schools nor give efficiency to the school system.

The second subject deserving careful attention, wise oversight, and constant exertion by some systematic means, is the improvement of Teachers. There has been great complaint in regard to them; and I know it to be a fact, that their incompetency and their want of fidelity in many, many cases, have given just cause of complaint. This is a real sore, and one of the severest which now afflicts our system; and the character of these teachers has done much to disgust a large class of citizens with our system, and to cause intelligent people to refuse to send to the schools, or to interest themselves in their success. After the first year of observation and efforts to gain information on this and other subjects, I have during this year, tried to improve and mature plans for the gradual removal of this evil.

My opinions on the subject are fixed; and I shall give them freely, although they differ from those of some others who have paid some attention to these things. *It*

is not the want of money which makes indifferent teachers and indifferent schools; we have a good illustration of this, in the fact that the best schools are by no means to be found in those counties where the largest salaries are paid. Of course good teachers ought to be well paid; but bad ones have been paid as much as the good ones, while much better ones could be employed for the same salary. I do not say the sums paid are sufficient for worthy instructors; but I do assert that much better ones might be employed at the same rates, and that the mere increase of the salary will not elevate the standard of teachers without the assistance of other causes. On the contrary, large salaries under the old regulations would often enhance the nuisance; it would be an inducement to imposters and adventurers to swarm among us in pursuit of the sums thrown out to attract the attention and excite the enterprise of such characters. Have it understood that fifty to seventy-five dollars per month were to be paid to those who would *fill in* so many days in a school house; and that no evidence of moral character, and no certificate as to mental qualifications from those capable of judging, and no reports of the manner in which they had discharged their duties, were to be required, and you will have not the merely, indifferent teachers, and respectable and moral persons now so much complained of, but every ignorant neighborhood, from the sea-board to the mountains, infested and overrun by plausible, worthless, and dangerous characters; setting on foot all sorts of intrigues, imposing on the credulity of the simple-minded, and even conspiring with local speculators to obtain and divide with them the tempting spoils. Small as salaries now are, there have been reports of improper influences to obtain them—reports about committees selected by a few, with a view of employing relatives to teach the school, and even of

higher officers using influences to have employed persons indebted to them, &c., &c.

The difficulty about teachers, as to numbers and qualifications, is the natural result of our former and present condition, with respect to general education: and it is a difficulty which the cause of education itself will have to overcome.

Normal Schools, for the education of teachers, have been mentioned as a remedy; and they have Normal Schools in Europe, and in some of the Northern States. But these Normal Schools are themselves the result, not the cause of an advanced state of education; and while we are not prepared to sustain the heavy cost of such institutions, it is a matter of serious doubt whether we are so far advanced as to render such schools a useful branch of our Common School system.

I highly approved of that provision of the Act of 1852, which required all teachers to be examined every year by a Committee of Examination in the county in which they teach or propose to teach; and with this for a foundation, I have been endeavoring to build up a kind of Normal School peculiarly adapted to our own particular circumstances. Teachers must be yearly examined; to make this more effective as a stimulus, I prepared a form of certificate, which was to indicate the grade or rank of the teacher on the branches of spelling, reading, writing, arithmetic, geography, and grammar. Figure 1 attached to each study denoted the highest grade of scholarship; figure 5 the lowest allowable rank.

This form, approved by the Literary Board, was sent to all the counties. The effects anticipated were these: it was intended to honor good teachers by indicating their rank above others not so good, but still allowed to teach; it was intended to put committees on their guard, showing them the relative proficiency of the different persons licensed; and it was expected to excite emula-

tion, and also to furnish officers and the public with the means of judging of the progress of the teacher from one examination to another. Few would like to take out the same numbers, if low, each year; and it would give the Committee of Examination a good reason for cutting off those who took out the lowest numbers on all studies and failed to improve. This was the second step; and with the certificates went instructions from me to the Examining Committees, explaining the law and the certificate; suggesting to them to have reference, in the granting of licenses with low grades, to the wants of the community; to be lenient at first with poorly qualified persons of good character, *but to continue to elevate the standard by degrees, and to see that the law was enforced.*

Some teachers held back—some affected to treat the idea of their being examined with contempt—but the chairmen, feeling sustained by the Superintendent, and knowing that through a general organ of this kind the prejudice of one neighborhood could be brought to the judgment of the whole State, and thus exploded, did their duty generally with commendable discretion and firmness. Appeals made to me from their decisions, even by college students, were not sustained; and under my advice payment was withheld in several cases from teachers who had failed to be examined. Finding the officers disposed to sustain each other, they were glad at last to pass the ordeal: and intelligent persons become more and more encouraged to act on Committees of examination, and to take an interest in the cause.

This year, I have endeavored still farther to build on this foundation happily laid: a foundation, the character of which, I have taken much pains fully to ascertain.

After careful consideration, a new form for the annual returns of chairmen was devised; and this form, without adding but very little additional trouble to the chair-

men, contains columns and captions for a record of the names and rank of each teacher licensed.

This would be a still greater inducement to teachers to improve; and it would also enable us to see and understand our whole position, with respect to the supply and character of teachers—information very necessary to be known by all who wish to be able to understand and to aid our system. The form contained ample explanations, and males and females were to be distinguished, as it is important to have a good corps of female teachers, to operate wisely, for which we must first see how we stand with respect to them.

This form, also, by its caption would enable us to see how the fund is divided in each county, and how much is paid to each District, or divided for each child.

Still farther to improve these Normal Schools in efficiency, I have instructed or rather suggested to the chairmen in the various counties, to put the names and rank of the teachers on the copies of their returns to be posted at the Court House doors; and I do not think I can be accused of too much stringency while I am conscious that all these general regulations have to operate on relatives and intimate friends. Good teachers will delight in all such efforts by which they only shine the brighter; and all young people coming under these regulations, being forced to push on in the race of improvement, will some day rejoice that they had to pass through an ordeal that taught them self-reliance, and the necessity of persevering efforts at continual improvement.

We have had but little time yet to experiment, and short as this time is, it affords cheering signs of a new order of things. The evidence from those having the best means of observation in all parts of the State is overwhelming, and I have been highly gratified to find that leading citizens, in many places, have done me the honor of respecting my efforts, and of lending a hearty

co-operation as examiners, and in some instances, by acting on school committees.

These, and professors in colleges, male and female, reposing a confidence for which I am grateful, have tried to strengthen my hands, and I have felt proud of the fact that since my term of office began, common schools have enlisted interest and received respect in *every* male college, and nearly every female one in the State, and from the conventions of both political parties. Such influences are lasting and pervading; they must in time give a new tone to every society, and it is not one of our least misfortunes, that heretofore college professors and college students, as well as a large class of intelligent people, were either indifferent to common schools, or treated them with actual contempt. The system cannot flourish with such divisions in society—and surely that act was not in vain which by its simple passage and the efforts it has made it useful, cut up this great evil by the roots, closing the whole system of common schools with new importance in the eyes of a large, influential class who will operate on public opinion as leading members, male and female of society, and enlisting all political parties in the cause.

Time would fail me to go into a full detail of all the correspondence of my office on this subject—of the preservation of things here and abroad, and of the various legitimate appliances used to correct prejudices, and produce lasting impressions, &c. Suffice it to say, I have totally neglected all efforts at ambitious display of man, by a useless parade that might give popularity to the *person* in office—and tried hard to rally to the *cause* silently and surely, the influential elements of our whole society, high and low, to bring them to bear on the most sensitive and vital points of our system of schools. In my humble judgment, this is the way to work, and whatever exertions in this way may excite no outside remarks properly and perseveringly directed, they may open

s silently as nature, but as certainly; producing like it, the germ, the bud, the blade, and finally the hardy tree. Great changes and revolutions in the heart and mind and customs of a nation are so effected, even as the corn and the tobacco grow, silently and steadily, day and night, nature combining to that end ten thousand little operations, which, if seen disconnected with the results, would seem very contemptible to some great men, so called.

In this connection, I feel called on to say, that I have at heart the interests of teachers as much as of any other class; it is the most important calling of all connected with merely temporal matters.

All measures for their improvement will re-act in their favor, enhancing their respectability and insuring an increase of salary, and as a farther means of improvement, I most earnestly recommend the formation of Teachers' Library Associations. Every trade and profession should be learning by experience; but how many teachers in North Carolina have read one single book giving an account of the experience and improvements in their profession in other places? How little interchange of thought is there on this great subject here!

There are a number of good works on the subject of school teaching—and any one of these, even the most indifferent, might be read with great profit by our teachers generally.

They have Teachers' Institutes and Teachers' Societies of various kinds in other States; none of these would suit our peculiar position, for reasons which I could give, but deem it unnecessary to occupy time in discussing here.

The Library Association, on the principle indicated in my report to the Assembly, would be a Society peculiar to us, in many respects—and yet it is founded on the principle on which Teachers' Institutes are founded in other States.

The Legislature should pass a general act of incorporation, giving corporate existence and privileges on certain conditions to the Chairmen of the Board of County Superintendents and the teachers of each county and Committees of Examination ; and an appropriation of one dollar or more for each School District—(in that proportion, that is) should be made for a foundation. Let the Chairman be Librarian, with a certain remuneration—and let each teacher pay 50 cts. more or less, annually, for the privilege of membership.

The Superintendent can furnish or recommend a list of books, in conjunction with the Chairman ; and each teacher who joins should have the fact stated on his certificate. As a general thing, no more appropriations from the School Fund will be needed—and this much, to begin with, could not possibly be better applied.

This nucleus, in many places, will grow ; teachers can and will canvass for help in the way of books and money, just as the boys do, so successfully in our colleges. Public spirited citizens will often make liberal contributions, the benevolent will some times make endowments.

Here will be tangible objects presenting rallying points for teachers, and making appeals to all classes : vital centres through which great influences can be exerted.—Such vital centres we need—and through them, as the physician works through the stomach, we can reach with healing influences all parts of the system.

A system with no vital centres is no system, and cannot be operated on as such ; and hence it has been my object to find and to make such sources of pervading influences in our Common School System, and to operate through them.

But to continue, these associations will increase in consequence, they will form meeting places for teachers to assemble and discuss the affairs of education, and furnish proper places for Lectures, by Superintendents and

others; besides, when the minds of teachers are thus brought in contact, the superior intellects will diffuse themselves and be reflected in the action of all the teachers in the Association.

With this cap-stone placed on the structure already reared for the improvement of teachers, and with a rigid adherence to the Law and the practice of the present year, we will have the cheapest Normal Schools in the world, and the best adapted to our circumstances. But they will not make a revolution in a year or two years; any revolution, effected in that length of time is not a revolution, but a change of externals merely.

A THIRD VITAL POINT presented by our present organization, and needing constant care and attention, is the discipline in the schools.

How often do I hear the complaint that teachers consider that they have to *fill out merely* a certain number of days, and make it their greatest object to *kill* time instead of *improving* it! How often is it charged that our old routine is observed, and no bad habit forgotten and no new good one acquired! How often is it said that parents are put to expense and children put back by a constant change of books, while there is no effort made to classify the children, and a school of fifty scholars will have forty classes, each class thus having but a very few minutes to recite in, and the teacher no time for lectures, explanations or oral instructions. Seven hours are enough for school hours in the 24—and ten recitations, fifteen at the farthest, is as many as can be well made and heard in seven hours, except recitations by those learning their letters. Oral instruction is coming more and more in vogue; and I am informed from the most authentic sources, that in the highly improved systems of public schools in some of the German States, teachers never sit in school and are never silent, while writers of good authority affirm that these teachers in their manner,

voice and modes of illustration, often present the most finished because the most charming and enchaining specimens of oratory, and this in teaching children! They adapt themselves in manner, tone, ideas and illustrations to every age and every grade; and from the child learning its letters to the most advanced youth, all are pleased, all are at home, all are interested, all learn as children learn in the family circle, study and innocent pleasure being so blended that it is hard to say whether they are making pleasure a study or study a pleasure.

Of course we will not reach this point for a long, long time; but we can have black-boards for mathematical recitations, we can have public examinations to interest students and parents, and try the capacity of teachers; we can have the State looking in at each school house, and its voice heard daily; we can discard antiquated books, books with new-fangled isms, books reflecting on North Carolina, books breathing hostility to Southern Institutions.*

To come to the point, I determined, if possible, to make arrangements to have the children classified, and to get into use one uniform system of good books; to insure this end of classifying the pupils, to save cost, to have good sources of instruction in the schools, and to have the young mind of the State in its plastic condition, learning about North Carolina, and learning to love the State, and to take an interest in its institutions. This of itself would make a great revolution in time; how could we feel an abiding interest in the Common Schools, or in

*I have known to be pretty extensively used here, a Reader which had a lesson severely reflecting on the character of slave-owners. I have known a Reader (one of the "new improvements" of New York,) which had a lesson insidiously inculcating the "higher law" doctrine. And I know that there is extensively used in our schools a geography, a very modern one, which makes our principal towns, Raleigh, Wilmington, Fayetteville, Edenton, Beaufort, Oxford, and Ashborough.

any other institution of the State, when under the old way of doing things, we were educated to love and respect every other country, and the affairs of every other country more than our own.

I determined, therefore, to have a good series of North Carolina Readers; but so little respect have publishers had for our State, that I might not have been able to induce any one to risk it, except for the moral influence of the office I hold. It has influence with publishers; and I determined to make it tell for the good of our schools.

I made personal sacrifices myself of an amount of some importance to me; and I induced publishers to undertake a complete series, the whole to be prepared under my supervision. I selected Professor Hubbard, of the University, for Editor; and the publishers are a liberal and honorable firm in New York.

One of our Governors* once entertained the idea of recommending the Legislature to employ the President of the University to prepare a familiar history of our State, to be used in schools; the object being obvious and of great importance. It is now accomplished without the aid of the State, and its influences will be widening and deepening in the popular heart and mind, when all the ten thousand speeches of the present are utterly forgotten. This is intended to speak out at every fire-side and in every school; and it is to continue to speak for years. Considering then that one of our objects is to mould the heart and mind of North Carolina into one, as far as respect for the State and for its institutions is concerned, and that this supposes one of the grand revolutions which have to grow in the popular heart and mind, I could not see a more feasible, practicable, or certain plan to pursue to accomplish the end desired. The opportunity was not to be lost, of making a talk to everybody,

*Governor Reid.

of uttering a voice that would continue to be heard when the office perhaps itself was forgotten. The office could thus start one effective means, that would continue to operate even if it itself should be abolished; and fully conscious of its importance, of the honesty of my motives, and of the clean hands of all concerned, (myself making a pecuniary loss instead of gain,) I pushed on the matter as well as I could. Our neighbor Georgia is a gallant State; and Georgia had a series of readers just springing into notice, while strong appeals were made to me in their behalf. My answer was, that while Georgia led in other things, she should not carry the banner for North Carolina in education. An esteemed and very eminent native of North Carolina, Dr. Hawks, has been contemplating a series of Southern Readers, that might be made extremely profitable; and the work was to be published by the strongest publishing firm but one, perhaps, in the United States.

An offer of interest in this enterprise was kindly and flatteringly tendered to me; but I still adhered to my plan of a *North Carolina Series*, whatever the loss to me individually, and it is now nearly a fact, accomplished. But it was an undertaking not as easy to accomplish as to make a speech; and according to the plan, every thing, from first to last, and all the contents had to come under my observation. I would willingly have entrusted the selections, &c., altogether to Professor Hubbard; but his diffidence induced him to make me promise to examine every thing.

Any one who undertakes a series of readers for youth, will find the task, all things considered, a perplexing one; the preparation of contents, selection of engravings, the rules, kind of execution, prices, &c., &c., are all grave subjects, &c., &c. To add still farther to the utility of this work as a Common School Text Book, I procured a likeness of BARTLETT YANCY, the immediate father of the

Common Schools of North Carolina, to be engraved; and accompanied by a short familiar sketch of his life. No invidious distinction is intended; the object being to dignify Common Schools, to learn the children the idea that the great promoters of Common Schools are to be respected, and thus also, indirectly, to show other great men that if they are not promoters of the education of the poor children of the State, these children may not appreciate them as highly as others, perhaps of less note as politicians.

As I have often intimated, we must begin at the root of things to have an efficient system of public schools in North Carolina; there must be a revolution in the ideas and heart of the State, and the most fruitful seeds of such revolutions are school books.

Fully believing this, I exerted the influence of my position with publishers of Geographies, and I succeeded in having a new and special honor done to our State, in having inserted as an appendix, a more full and minute description of North Carolina, prepared by me, and a new map larger than any other State map in the work. This I also helped to prepare.

It is needless to say I received no kind of remuneration for these things. And thus the State, from being the most neglected of all others in the all important literature of the schools, has become the most honored.

I also exerted the influence of my office to induce publishers to deposit the books recommended in all the counties, and swap some for other works in use for the convenience of the people; but as all sides looked to me to designate agents, arrange the terms and conduct the correspondence, I saw this matter alone would overwhelm me with business, and I had to decline it, urging on the county Boards in each county, to see that some reliable person would take the works on deposit for the convenience of the public.

Of my other recommendations as to studies, and the modes of conducting them, and of other matters pertaining to the officers of the schools, the circulars of committees of examination, hand-bills to be posted on the walls of the school, &c. &c., will give full information.

The head of the Common School system ought to *study*: like the leader of an army he ought to have the whole field before him, and to initiate every general movement with great care. He ought to study other systems as well as our own: he needs a previous preparation just as much as a lawyer, engineer or physician. The University, when it determined to have a Professor of civil engineering, sent off an excellent mathematician to spend a season at Cambridge, Massachusetts, his salary going on; but knowing that States never do things as well or carefully as individuals or private companies, I have endeavored to prepare myself in the midst of the duties of the office. I have read and written on the road, and produced and studied all the lights I could; and as I could catch time, endeavored to look over our whole system and examine it in its details and in its general bearings.

Still I feel my deficiency—for a hundred little cares of which the public know nothing will be constantly pressing on an officer of this kind—his mere correspondence and the other writing of the the office will often be a severe job, and it is a species of work that no clerk can do for him. As he proceeds in his career and his vision extends, if he is anxious to do good, his duties will become more and more complex, branching into many little ramifications; and if he feels as I have felt, he will be combining and directing, or trying to combine and direct, all sorts of influences to bear on the public mind, himself unseen, employing other tongues to speak, besides his own, operating in assemblies for the passage of resolutions, to help to restore public confidence, on bodies

of intelligent men, with authors, with publishers, with colleges and schools, with students, and writers and teachers, thus finding his time pretty well absorbed. If his sense of duty prompts him to this course, he, finding himself in a new field, a wilderness all around, darkness before and behind, none to help or consult, a great harvest ripe and no laborers, and every one folding his hands and expecting him instantly to perform a miracle, a firm reliance on his own good purposes, will be his only consolation. And if he chooses this more useful and vexatious course, instead of spending his time on the road and making harangues which the intelligent think not intended for *them*, and do not go to hear, thus setting an example followed by what these intelligent ones call the *common people*, he will have the further consolation of hearing, perhaps, some of these intelligent ones condemning a course they have not examined, and charging with failure a system in which they have never manifested a practical interest by taking part in its labors, or by sending children to it. I am gratified at being able to say, that many partial friends have done me more than justice, but as my official connections with the schools will probably soon cease, I feel called on to utter my sentiments plainly, and to speak for the present and the future, to whose developments I confidently appeal.* Of course I make no allusions to the political complexion of the Assembly; it is not my business as an officer of the State to have reference to the party views of any one, while a just respect for the Assembly forbids me to presume that it will have reference to my political opinions.

But I will be excused for supposing that my official connection with the schools will not be long continued; my interest in them began with their foundation, and will continue during my existence here and theirs.

* The allusion is to the probability of repealing the law creating the office, and not to *any* party influences of any kind.

It is right to presume, that the Assembly which will have to pass on the whole subject of the schools, will judge of my motives and conduct with that charity becoming in such matters. But nevertheless, as some may differ with me, in regard to the effect of particular measures, I must be permitted to express my consolation at the fact, that printers' types will transmit us all down to succeeding generations, whose scope of vision will be wider than ours, and who will not be embarrassed by any of the prejudices of the present day.

I profess to have sincerely at heart, the advancement of the whole people in morality, education and prosperity; and to advance the cause of education rapidly, the system must be organized with vital centres, through which the whole body can be easily operated on with food and medicine. But whether such an organization might not be prevented by evil influence in the management, is a very serious question.

It is as easy to poison such a system, as it is to feed it with nourishing aliment—just as a blow which kills a man by splitting his skull, would not long confine a ter-rapin. But this is the way to make rapid advances.—For instance, if it is desired that a superintendent should deliver public lectures, there should be some class, to whom these lectures will be of service, compelled to hear them.

In other States where Common Schools exist, they have *Teachers' Institutes*—associations of Teachers for improvement, and the State being laid off into a certain number of these, the Superintendent, or some one designated by him, delivers occasionally, lectures to them; and the Teachers are required to attend, and they have their expenses paid. Now, so far as *speeches* are concerned, here is a vital centre through which they can operate to advantage. How is it in N. C.?

When traveling, to acquaint myself with the character of the State, I often undertook to deliver lectures,

and I was of opinion that many who heard me, began to feel a new interest in the cause.

But many of our so-called intelligent people would not attend, looking on the whole Common School machinery as not intended for them—and they, whom they called the common people, had no excitement to draw them out, no example of interest set by others, while teachers, afraid no doubt, of exposing themselves in some way, rarely ever attended. Hence, speech-making in North Carolina was not calculated much to advance the cause; I mean, to follow it as a regular thing. It seemed to me a waste of time to travel for *that* purpose when I had no other; and hence, although it was looked for by those who did not expect to come to hear me, I chose to operate in more effectual ways, though not keeping myself before the eyes of those who might have it in their power to unmake the office. I could not think of operating simply to please a class; and I felt also bound to exert myself as much as possible to do good, therefore, made constant exertions, in all possible ways that promised good results for the present or future—and the very fact that our system is *not* a real system, with vital or nervous centres through which those having the management of it, could wisely affect it, down to all the limbs and members, rendered the labors of one honestly anxious to do good, the more arduous and the more thankless, because their effects could not be *immediately* observed. And when the effect *is* perceived, finally, in the increased vigor of the system, and in its general appearance of health, the agent will not be likely to be recognized or appreciated, from the very fact that he had no salient points through which to display his skill before the observation of all—but had to work like nature, with a hundred unseen agencies, known only in the results. I was conscious that more was expected of me than could be accomplished by mortal man, in the time, with even more means at his dispo-

sal—that I was in fact, expected to do in two short years, with none to help, and all to criticise, what Legislators, and officers and people by cheerful co-operation, and patient effort, with full confidence in each other, and every disposition to strengthen the hands of each other, ought to be proud to be able to accomplish in ten or twenty years, and what it had taken such efforts much longer time to effect in other places. I felt, too,—not a pleasant reflection to a sensitive mind—that while I was spending freely in books, in postage, in travels, and neglecting more profitable sources of revenue, and not saving much of my salary, some were thinking I was growing rich on the public money, and robbing the schools which had lost many thousands for the want of a more efficient organization, and which contributed to my salary, about *fifty cents* each, or in the ratio of three quarters of one cent. to the child while I was trying to save twenty times that amount to each on the single small item of books alone.

Such was the prospect on one side; on the other were tempting pecuniary inducements to resign. I presume I could satisfy any opponent of the law, under which I was acting, by facts not to be questioned, that very strong financial considerations had to be sacrificed by my continuance in office—that, as if to tempt me, opportunities and offers never likely to be presented again, were pressed on my attention, with sums to be made vastly superior to the income of the office, just as certain, and to be made with less labor, and no exposure to public criticism. Such were my inducements to resign—pecuniary gain, immunity from vexation, and deliverance from a wilderness where no popular laurels could be won, and no reward hoped for but that of a quiet conscience. I felt that to resign would at once create confusion and a want of confidence in the system—and that the eyes of many were turned to me in hope, while those who elevated me

to office, had reason to expect my best exertions to the last and under all temptations.

I say it freely, no pecuniary inducement could have caused me to give up my trust—and in the face of all the disheartening circumstances which surrounded me, I resolved to do my duty, and leave all the consequences to the great Disposer of all events.

So much I felt bound to say, in duty to myself—and I may add that I have no earthly ambition to gratify.

It would be a pleasant task to me to advise with members of Assembly, and to assist in arranging a Common School system, that would have certain great vital centres through which it could be more easily operated upon, and through which the exertions of agents and officers would more readily pervade the whole frame-work, and circulate through every artery. But the power to do good is also a power to do evil—and this consideration will reconcile the friends of education to the present inefficient organization. Besides: from the position which I occupy, I feel an insuperable delicacy in interfering with legislation on this subject: one advantage of the office is this very thing, to have one who has made these things his study, to assist in directing the legislation in regard to it. But it is natural that my motives should not always be respected; and it is certainly congenial to my tastes to withdraw from every appearance of personal anxiety in this matter. I shall do so, without the least intended disrespect to the Assembly—and whenever it deems it important, I will take great pleasure in trying to give any information in my power.

I will be excused for saying, in conclusion, that the subject is the most important one which can possibly come before our Legislature; and that in Common Schools the *people* are infinitely more interested than in all the other literary institutions of the country. Colleges and Academies reach, in their influences generally, only a

favored few: even railroads and river-improvements reach only a portion of the people with their benefits. On this institution, and this alone, depends the temporal welfare of ALL THE PEOPLE: this is the great interest of ALL HUMANITY, in every cottage and eabin, in all its phases, and all its positions throughout the entire seope of the State, and wherever in it is found the haunts and homes of men. It is the temporal hope of the masses for advanceement in soeial rank, in political rights, in industrial prosperity: it is also the base of the pyramid of society, the foundation on which rest the prosperity of all elasses, the stability of law, the seecurity of the possessions of the rich, the liberties of the present, and all the hopes of the future. This is simple, unvarnished truth; and hence, from its own importanee, from our want of experience, and from the diffieulties by which it is surrounded, it makes the most solemn and urgent appeals to those to whose hands its destinies are eommitted. The effieient management of a concern so great, so lasting and pervading in its inflnences, implies care, investigation, liberality, eommensurate with the interests at stake. It implies a willingness to go to work in earnest, as if we were engaged in our own dearest private affairs: it implies the ~~of pur~~ ~~Antiquetion~~ ~~jo~~ ~~suopitapissuoc~~ ~~ur~~ ~~aoj~~ ~~tduatuooc~~ ~~oivus~~ cal popularity founded on electioneering manœuvres, for all party inflnencees, and for all regard for mere outside appearanees, and the same steady observation of the great end in view that would characterize our management of a personal interest involving sums and interests equally great.

That the whole system may be made a means of promoting the glory of our Common Ruler, and the welfare of the people is my earnest and constant prayer.

ESCHEATS.

It is due to the management of this subject by the

Literary Board, and the Superintendent of Common Schools, that I should make a short explanation. Since I have been in office, the right to escheats and derelict property has been in litigation, and a case agreed on between the President and Directors of the Literary Fund and the Trustees of the University, has been sent, for decision, to the Supreme Court of the United States. I prepared powers of attorney, and instructions to be sent to escheating agents in all the counties, and was about organizing an efficient general plan of operations for the whole State, requiring annual reports to be made to me, when the agreement alluded to was made.

The President of the Literary Board then informed me that he felt unwilling to risk the costs of suits for property, for in case of failures, the University, if it gained the right to escheats, might not allow these costs. In the meantime, I was notified of lands in several places that might be claimed, and also of personal property, but which would soon belong to individuals, by virtue of the statute of limitations. In one instance a large sum was at stake; and that this property might not be lost to the public, I made to the Executive Committee of the Trustees of the University, this proposition, viz: that under the direction of the Literary Board I continue to prosecute claims to escheats until the decision of the case in the Federal Court, and that if the University gain that case, the Literary Board be required to pay over to it only the nett proceeds of what had been collected, all costs being allowed. This proposition was adjourned for consideration, to the meeting of the Trustees at Chapel Hill, and finally adjourned again till the meeting this winter.

An agent, early appointed by me, secured some five thousand dollars worth of property; and I was informed by respectable attorneys, and by others of reliable credibility, of nearly twenty thousand dollars more which might have been put in suit.

NEW COUNTIES.

My attention has been called to difficulties arising to the schools in the division of counties without careful legislation on this subject: we have had some trouble from this cause, but it is unnecessary to occupy time with a report of the proceedings in the premises. When a new county is laid off, an act should at once be passed providing for the immediate organization of the school machinery in said county, and it should also require a census of the children in the new county and in the old one from which it is taken, upon an official return of which to the Literary Board, the funds due to the old county should be divided in the ratio of the children between the old and new. In case the new one is taken from several counties the census should be ordered in each of the old counties, and to be taken separately in the several parts of the new, distinguishing the No. of children taken from each of the old, and the share of each of the old counties be divided between it and the new according to the children in it and the No. taken from it. This arrangement of course is to last till the next national census, unless indeed a *federal* census should be ordered in the counties divided.

VIEWS OF CHAIRMEN.

Good chairmen of experience are the best acquainted with the operations of the schools in their respective counties; and I have collected the opinions of nearly all the chairmen in the State on various important points. Many have also with their returns this fall, sent to me various suggestions; and this is one important use of the office of Superintendent, to receive, examine and condense the views of local agents of experience, and lay them before the Legislature of the State.

I once intended to make extracts from these opinions; but I fear they would swell this report to such a size that

it would not be generally read. The views of those who have had practical and anxious experience on this subject are worthy of being well considered: if the Assembly, through the action of any committee should wish further information of the views of chairmen, the original papers can be produced, forming a considerable mass of matter.

I will give here only the substance of the opinions given.

1. COMMITTEES.—The Chairmen are nearly unanimous in their complaints in regard to Committees. They complain that they do not enumerate the children in many places, an important duty, easy to perform; and that they do not make proper returns of the schools, another important duty, requiring little labor.

They complain that a few persons often vote in committees, having selfish objects; and that persons insufficient, or who do not act, are often elected. It is the almost unanimous opinion that the present mode of selecting committees does not work well in practice; but it is also agreed that it might, if the people would vote. If the mode is retained, it is very generally recommended that the committees hold the election, and certainly the present arrangement imposes a heavy task on chairmen, and notices of election are not always posted up. If, however, Committees hold the election, there should be careful provisions against the possibility of a bad Committee's being retained by its own management of the election, &c., &c.

2. EXAMINING COMMITTEES.—One Chairman thinks them unnecessary, three or four incline to approve them, but want farther trial; and about sixty give unqualified commendation of the present method. Since my last report to the Assembly, several other opinions on this subject have been received.

One intelligent Chairman informs me that some in his

county wish the District Committees to examine teachers, and against this he makes, very properly, a strong protest. He says before the late law, two families managed to get nearly all the school moneys; and now he says the teachers of this set are cut off, not being able to get certificates, and hence the wished for change. Another Chairman says, from what he has seen, Committees, besides employing relations, &c., would employ persons in debt to them, &c.

3. DIVISION OF THE FUND IN THE COUNTIES.—The recommendation to make the Districts the size of one school, and to divide according to Schools or Districts, is very generally commended. For a county in the midst of the swamps, the experiment was tried two years ago, and has worked well, putting an end to all disputes, &c. For some other counties, with Districts for more than one school, there are perpetual difficulties. Still it may be best to leave this to the discretion of the County Board, under the advice of the Superintendent, &c.

A majority divide by Districts and Schools, a number according to the numbers of children, and a few by a combination of these methods.

4. DIVISION OF THE SCHOOL YEAR.—There is a general recommendation that the school year be differently arranged.—See my report to the Legislature.

5. FINES AND PENALTIES.—A number recommend the enforcement of penalties *on all officers* failing to make reports and discharge duties required: and in this connection, I suggest that chairmen also be hereafter always required to make full reports according to law.—When they are pressed on, they press on the committees, &c., &c.

6. SALARIES.—A good chairman has much to do, and is a most important wheel in the Common School machinery; and bad chairmen should not be tempted by loose laws on the one side, and poor pay on the other.—

Allow fair pay—cut off all unnecessary labor, such as giving notices of elections, &c., &c.; and then enforce the law, and have every cent accounted for, reported, with the endorsement of the Committee of Finance, and County seal. Let every one that does not so account, be promptly called on, and pay all, 3 per cent.— $3\frac{1}{2}$ or 4 per cent. on monies expended, are recommended.

Committees of Examination should also be paid a per diem for their expenses, and no more. Good men will act for this, and if more is allowed, men not qualified will squabble for the place. By all means pay them one dollar per day, or more, if necessary expenses are more: it is cheap money, well spent.

Indeed, it would be a good plan to incorporate the Examining Committee with the Teachers' Library Associations; and in the act of incorporation, to make provision, allowing counties or individuals to employ members of the Examining Committees, or others, to deliver stated lectures to the Teachers, &c., &c.

TEXT BOOKS.—There is a general desire for uniformity in books, for some provisions against continual changes, and for better books.

8. BLANKS.—The new arrangements on this subject are generally commended—and a desire is expressed for a constant and full supply on all subjects. The Blanks of Massachusetts and Ohio furnish a good description and exposition of their schools. Those of Ohio constitute a large volume.

For *every* duty required, there should be a blank at hand, carefully devised: it facilitates the performance of the duty—it actually conveys information to those who have it to fill, and it insures fuller and more intelligible returns to the higher officers. For a number of years we operated under a few very deficient blanks, devised, when we had no experience. There should be *some one, somewhere*, to look into this as other matters—to note

deficiencies and correct them, and to make additions and new arrangements suggested by experience, and demanded by the increasing exigencies of the system.

9. CHANGES.—Chairmen deprecate frequent changes in the law: notwithstanding, the general circulation of school laws, it is surprising how many do not read them. In connection, it is recommended that the laws be reprinted in pamphlet form every few years, and distributed to all officers.

All of which is respectfully submitted.

C. H. WILEY,

Sup. Comon Schools for the State.

RALEIGH, Dec. 19th, 1854.

NOTE ON THE STATISTICAL TABLE.

Annual Returns of Chairmen for the school year ending in November, 1854.

Seventy counties have been reported to me; of those not yet heard from, several, I think, will make early returns. The others will be reported after allowing due time.

There is a decided improvement in these returns as compared with other years; the blanks furnish opportunities of fuller statistics, and with the methods now adopted we can ascertain, in a year or two more, the number of licensed teachers in the State, and the rank of each. In the returns made this year, a large number are given, but the machinery is not yet fully under way; the blanks were not all received in time, some examining

committees have not commenced keep records and the matter is not universally understood. For the time, however, the results are flattering, indicating that with proper attention, this matter will be fully carried out. In many counties there are as yet no female teachers, and it is an almost invariable sign of increasing interest and success in a county, when the names of females are recorded on the list of teachers. It is one of the best criterions, and as a very general rule, the counties having the greatest number of female teachers are those making best use of the school monies. We might naturally suppose this for obvious reasons; and knowing the great importance of this to the schools, and to a large class of very worthy females who have to live by their labor,, I have been urging the subject on the attention of the local officers and friends of the cause in all the counties.

Attempts have been made and are making to carry out my advice, and the surest way to do it is to pursue the plan recommended, viz: to let the girls of this class generally see the advantages which our common schools present, of making more by their labor than in any other way, of enhancing their influence and respectability in society and of enabling themselves to attend, as pupils, higher schools.

Females make the best teachers of primary schools. Female teachers excite the emulation of the males, and one female, emerging from the humblest walks of society to high social position, and earning a good living in employments more congenial to woman's physical and moral constitution, than labor in the fields, is a standing, practical and widely influential lesson to open the eyes of the masses, especially of the poor, to the importance of Common Schools.

Here are nearly 3000 offices annually open, offering salaries of 12 to 30 dollars *per* month: half of them might be filled to great advantage to the public by ladies, while

we have many thousands of poor girls of the best character and susceptibilities who are necessitated to follow coarser occupations not at all congenial to their natures for much less sums. Hence I have done all I could to arouse attention on this subject, and I could give some interesting facts if time would permit.

Salaries have increased a little since the last returns—there are further returns from schools, and a more satisfactory feeling exhibited.

The information generally received for eighteen months, is that *the schools are improving—that hopes are reviving, interest in them deepening and spreading, and the grade of teachers being elevated.*

This is the general tone of information to me from those having the best opportunities of judging, in almost all parts of the State. This is encouraging—but vast is the harvest yet—much patience, and energy, and public spirit, and great trials are still necessary.

Of the seventy returns received, forty-four have certificates from the Committees of Finance, and *twenty-six* have none—and *five* of the forty-four have the seal of the County Court, authenticating the certificates, &c. There are about 3,000 School Districts in the State—and in nearly every one, there is a school house. Many of these are taught only every other year—and the whole number attending school once in two years is at least 165,000 or 170,000. The whole number of children over five and under twenty-one years old, is at least 200,000—and of these a considerable number have stopped school, and others, under eight and nine have not yet commenced.

The average sum spent on each District, (counting in the sums raised by county taxation,) is at least \$50, perhaps more.

Among the returns of chairmen this year, four or five are admirably made out—and all manifest signs of improvement. There is a general, gradual, forward move-

ment noted—but one county formerly a little backward, and where my advice was received in a very respectful manner, has stepped forward at one stride, to the very front rank. It is a county where the social divisions are strongly marked, and it therefore, apparently, looked like a dull chance for Common Schools. But the aristocracy did not ask me to “*stir up* the common people.” I endeavored to point out to them, that they were the ones needing to be aroused. The advice, or some other causes did set them to work—and by the chairman’s report, they appear to have made a long stride forward, in a short time, and bid fair to make their county the banner county.

APPENDIX.

TEACHERS' LIBRARY ASSOCIATION.

Considering this a subject of great importance, and believing that my views upon it would meet with very general approval if understood, I have concluded to append to the foregoing report the details of the plan matured for the establishment of Teachers' Libraries. It is hoped that special attention will be given to this whole matter by members of Assembly; and that they will take what is here said in connection with what has already been done for the improvement of teachers; and putting the whole together, arrive at a full understanding of the condition and prospects of things in this vital department of our system of Common Schools. Our present position is briefly this: there is an opening for three thousand good Common School teachers in the State, and there are hardly enough teachers of any kind to supply this demand, while the quality of the supply is much complained of.

There is an absolute necessity for some economical, practicable, and systematic effort to produce an efficient corps of teachers; and this effort must be persevered in till the end is obtained. Here is one vital, tangible point through which we can operate; the proposition cannot be disputed, and the only question is as to the means.

Normal Schools would not supply the demand; would cost immense sums, and would educate a class who would not be likely to seek employment in Common Schools. We have begun a system the best adapted to our circum-

stances; it is just beginning to assume form and consistency, and already the good effects are very generally admitted by those having the best opportunity to form correct opinions.

Teachers are required to be examined by County Committees; and that there may be a Committee in each County, the Chairman, a salaried officer, is put at its head. The certificates must be renewed every year, and are good only in the county where issued; and by this means a county with a low standard cannot impose its licentiates on counties where the standard is higher, while those who depreciate in morals and character during the year can be cut off.

To add to the efficiency of this system, I have caused graded certificates to be used, that the rank of all having license to teach may not be considered equal, and I have also furnished blanks by which the Chairman, with little trouble, can keep a record of the names and rank of all licensed. Examinations may not always test the capacity of teachers; but the fear of them, the desire to get higher grades each year, and the consciousness that the honors and rank of each will be annually sent to the General Superintendent, make every teacher of the least spirit strive during the year to improve. They never forget the examinations; and their efforts to improve themselves will do more good than the efforts of those supported at schools by means that cost them nothing. Through the influence of the office I fill, and from the new hopes inspired, good Committees have consented to act in many counties, and some of them have deserved well of their country.

The machinery is beginning to be sensibly felt, and of *sixty-two chairmen* who have testified to me on the subject, *one* thinks the system not useful, two or three want to see it tried farther, and fifty-eight are unqualified in their approbation.

There is one more step necessary—some legislation to *insure* good Examining Committees, and to bring teachers into associations for mutual improvement, as well as to so bind them together in bodies, that they may present more tangible objects for the exertions of their friends and of the friends of education in their behalf. They should be placed in the way of attaining to greater legal dignity, of protecting themselves from evil associations, and of forming themselves into a power in the State, with rights and privileges as a body, with a character to defend, and a position to be proud of.

This can all be effected by simple and economical means. In other States they have Teachers' Institutes—an Institute embracing teachers in a certain territory or district, and the teachers being required to attend periodical meetings, lasting often for a week, for discussion, conversation and examination of plans and books, &c., and to hear lectures from the Superintendent or some one sent by him. All the expenses of these meetings are paid by the public—and we see at once that such a system would not suit our State.

The plan which I propose to attain the same or better ends is this, *to wit*: To pass a general Act, entitling the licensed teachers, Examining Committees and chairmen of Boards of County Superintendents, to be incorporated in each county, on certain conditions, into Teachers' Library Associations, with power to receive and hold property. Let the chairmen of the County Boards be relieved from the necessity of acting on Examining Committees—and let these Committees, to consist of only three in each county, be elected by the County Court, or by the Board of County Superintendents. Let them choose one of their number for chairman for one year—and let all who act have their necessary expenses paid. (It will be great economy in the end.)

Let there be appropriated from the School Fund, in

each county, one dollar for each Common School of the county, for two years, for the Library Associations—and there need be no other appropriations from the School Fund. Let each teacher, with a regular certificate, be entitled to membership, on condition of his paying an annual tax of fifty cents, and any higher sum not exceeding two or three dollars, which the majority of teachers may determine on. Let the officers consist of a Treasurer, the county chairman to be *ex-officio* Treasurer, his bond to be made to cover this responsibility—a Secretary and Librarian in one, and a Corresponding Secretary and President—and a Book Committee. The President and Corresponding Secretary to be chosen annually by the Association, and have no salary—and the chairman of the Examining Committee be *ex-officio* Recording Secretary and Librarian. Let the latter be required to keep the books at the county town, and permission be given to put a book case in the office of the Clerk of the Superior Court—and until the Libraries become very large, it will be easy also to make arrangements with merchants and others interested in seeing the public, to have the books kept at their places of business. The Librarian should be required to attend on stated days, once a month, to receive and let out books, between certain hours of the day; and should be allowed out of the Library Fund twelve dollars for this duty, a certain *per cent.* on all monies contributed by others, except the Association or School Fund, until it amounts to fifty or sixty dollars, and *ten per cent. on all monies he can raise by his own exertions.*

Let the school fund pay him only one dollar *per* day. Let the Book Committee consist of him, the President of the Association and the Chairman of the Board of Superintendants—their duty being to buy books, select what ones to buy, subscribe for periodicals, &c. &c. To induce teachers to join, the Examining Committee should state

on the certificate of each one how long he or she had been a member of the Association, &c. &c. The Association can adopt regulations for discussions, lectures, correspondence with other bodies, &c. &c.

Such is a general outline of the ~~machinery~~ ^{muchinery}—it is simple and cheap indeed, compared with Normal Schools and Teachers Institutes, and compared with the great ends in view.

With such an organization the following effects may be confidently anticipated: The first appropriation, small as it is, would buy a sufficient number of copies of Page's work on teaching, Northend's or any other, for all the teachers in the county. Some four or five works on such subjects might be selected, and enough of each purchased to have one book at the least, for every member. And if only one-third of the Common School teachers of North Carolina could be induced to read the most indifferent work on teaching, what a vast change would soon be perceptible! Opposition to new-fangled innovations, is well to a certain extent; but without wishing to hurt the feelings of one worthy teacher, do we not all know that the cost of teaching in primary schools here, forgets nothing and learns nothing? The experience of all the world does us no good, as we know nothing of any experience but our own. Then, if we made no farther progress, we would put a large majority of the teachers in the way of acquiring new ideas which could not fail to do them good. Scatter judiciously over the State good copies of any good work on teaching, and it will create a revolution: hitherto we have never seen or heard of any other plan than the old primeval one with no black board, no oral instruction, no lectures, no inducement to study but the whip, no evidence of proficiency but the sum stated on the slate, without a word as to how it was arrived at, no admitted indications of industry but a loud babel of sounds, &c. &c. Teachers have no fixed plans

for their own improvement—none for the scholars. The only labor is to fill out the time—the only object to get the public money. We need not dwell on this.

A SECOND IMMEDIATE GOOD EFFECT *will be to insure some active person at the head of the Examining Committee, and also to insure a Committee.* As the act of 1852, so far as it affects the office of the Superintendent, may be repealed, there is very great danger that the whole machinery of examining committees, undoubtedly one of most promising features of our schools, will fall to the ground. Chairmen will not strictly enforce the law in regard to certificates, and public spirited and intelligent persons, now doing service to their country on examining committees, will take no further interest in the matter. In such a contingency it is very important to have some means of insuring committees of this sort, and this will be a good result of the proposed plan. Allowing the chairman of examining committees, and all others a liberal per cent. on collections made by them, they will often make exertions to add to the means of the Association.

IN THE THIRD PLACE, *a sort of communion of feeling and ideas will be effected among teachers*—they will have something to distinguish them as a class, a common bond of union, a place to meet and interchange thoughts, &c. By this contact with each other, they cannot fail to improve; the superior minds will diffuse themselves, a good idea will be contagious, &c.

Besides, teachers will feel themselves enhanced in public estimation, and they will have a body, a society to defend, to promote, to improve, and by all efforts to elevate their society, and make it respected they will be individually benefitted.

They will, in time, have debates and conversational parties,—they will correspond with other Societies; and they will invite persons to deliver lectures before them,

&c., &c. They will, as the boys do for the Society Libraries in Colleges, make efforts to enlist interest in behalf of their Associations; and they can, and will be perpetually soliciting and getting contributions of books, money, maps, and works of art. The State should also, be required to deposit in each library of this sort, a copy of all books, journals, pamphlets, and charts published by it; and doubtless, publishers would often make them presents, just as they do to editors and others who exercise influence on the reading public.

In the fourth place, these Library Associations would furnish vital mediums through which to effect the interest and progress of Common Schools—tangible objects—also to enlist the interest, and claim the aid of the public spirited, the popularity, and notoriety seekers, as well as the philanthropic, the patriotic and the good.

In the course of time, in many places, contributions from various sources and motives, as varied, would accumulate a considerable fund; even liberal endowments might occasionally be expected from that class who contribute large means to useful Institutions; and in the end, good libraries would be accumulated in many Counties; and in some, there would be Library Halls, with comfortable furniture, maps, globes and works of art, forming very interesting lounging places for taste and science of no common order.

We might naturally expect a rivalry among these Library Associations, in different Counties; there certainly would, after a while, be a feeling of emulation; and in this, the people of the County would share and act accordingly. Nothing would be better calculated to fire and rouse to exertion all classes of people, in any County, than to see their neighbors of an adjoining County, pointing with pride to their own elegant Teachers' Hall, with its varied contents, and turning with a sneer to their very indifferent exhibition of the kind.—

These Halls and Libraries would be considered a test and type of the intellectual progress of the community—a sign and progress palpable to the senses, and producing decided impressions on all classes. Without some exhibitions of this kind, even intelligent people would be liable to make mistakes, as to the progress of the schools; in fact, not one in five thousand could observe and appreciate those moral indications of progress, or the reverse, which we must now study to form a correct idea of the health of our system.

It has no visible face, so to speak, to present to all as an index of its condition—no accessible points where any one can feel its pulse; and the whole system might improve 20 per cent., and not one man in every thousand could be immediately aware of the fact, or would suspect it till the progress became still greater, and began to effect a real revolution in the State. For instance, it has been my anxious effort to note the signs of health or disease, and with me have been watching 82 chairmen, one in every county, and practically acquainted with the condition of things. The general voice of these is, that there is a decided tendency to improvement—the very general opinion of nearly all who have the best means of knowing, and are the safest advisers in these things, of those who have taken a strong practical interest in them, is, that a much more healthful condition of the system has been supervening. In short, no one who will take his position on the right ground for observation, and carefully examine and put together all the reliable signs that can be observed, can deny that, every thing considered, our school system promises better, by 10 per cent. at least, than ever before in its history—and that in many vital points, disease is yielding to returning health. This is a very important fact; but these signs of returning vigor, are not hectic flushes, or spasmodic excitements, obvious to all superficial observers.

Therefore, these may enquire, "Where is the evidence of improvement?" expecting to be answered by reference to some brilliant patent exhibitions, which the system cannot possibly present under its present organization, whatever its progress; and if it did present them, they would be unhealthy signs. Hence, the importance of arrangements by which there may be manifested, when improvements do occur, those public indications which strike the senses of every body; and the Library Association would be one of this sort. A good Hall would make a great impression of progress; and such exhibitions would act as a powerful stimulus on those counties not able to make such a show—appealing to those strong feelings of our nature—pride, self-respect, and emulation.

CORROBORATIVE FACTS AND ILLUSTRATIONS FROM THE EXPERIENCE OF OTHER STATES.

The Superintendent of Common Schools for North Carolina has endeavored to have exclusive reference, in his movements, to the wants and peculiar condition of things in his own State; and he made it his rule not to study other systems until practically acquainted with the system of things at home. Many of his plans and means were devised before the regulations of other States were examined; and then he was surprised to see how generally pervading were certain difficulties here felt, and much gratified to find himself sustained in almost all points by the more experienced Heads of Systems, which we are in the habit of looking up to as greatly superior to ours. If desired by the Assembly, he can furnish abstracts of laws and official opinions of many other States, beginning at New Brunswick and ending at Florida, and it will be found that much of the act of 1852 is strikingly similar to the provisions of other States, though drawn by one who copied after none of them, while the course

of the Superintendent here, and his recommendations, receive honorable countenance in every State having a matured system of common schools.

The reports of the Superintendents of Connecticut and Massachusetts are twice as long as even the long report of the Superintendent here to the Legislature, and a great deal of them is occupied with historical sketches of the progress of education in those States, with accounts of changes of laws, and with opinions of leading friends of education in other places. The progress of common schools in other States is noted and commended; but there is no notice of ours. I did not send our reports and laws, not knowing how long it would be before we might change, and for the same reason I did not send our laws and present plans to South Carolina when recently indirectly applied to for them for the use of their Legislature, fearing that by the time they had copied after us the original would be gone. Yet, though not noted in other States, our statistics are as gratifying as any; and I may add that from one of the States most admired for its educational character, I have letters from teachers whose *spelling* is not greatly superior to ours. But to the corroborative facts: these will be selected only to illustrate a few important points.

Books.—“The great diversity of books now in use in our schools is one of the most serious obstacles to success.”—*Superintendent of Illinois*—and so say nearly all. My exertions on this subject will be remembered. The frequent changes in text books, and the use of a great variety, are subjects of constant complaint by Superintendents of older systems; moral means only should be used to remedy the evil, (that is, there should be no law forcing the use of certain books,) and in no place are these means likely to be so successful as those begun here, if fully carried out, for in none have the superintendents made the same sacrifices on this subject, or

taken the same pains to prepare books with local recommendations. In Massachusetts, however, the State spent \$12,696 in distributing Webster's large Dictionary among 3,118 school districts.

2. LIBRARIES.—The State of New York spent \$500,000 to establish district libraries, and I believe continues to appropriate annual sums. Last year some \$90,000 were appropriated to this object; and in Ohio, a tax of one-tenth of one mill on the dollar's valuation of all taxable property is to be annually assessed and collected, and applied to the purchase of district libraries and school apparatus. This will make a large sum. In upper Canada there are, as part of the Common School system, 87 school libraries, with 5,000 volumes, and 100 town libraries with 20,000 volumes—889 schools are furnished with a large map of the world—1,308 schools with large maps of this continent—60 with maps of Canada—982 with county and other maps, and 247 with Globes.

The Superintendent is allowed one thousand pounds *per annum*, to be spent in procuring and examining specimens of apparatus, charts, plans of school houses, &c.—(and it is not remembered that the Superintendent here has had to look a good deal into these things at his own cost.) The Superintendent is also collecting at his office specimens of the best books published in this country and in Europe, and from which local committees can select lists and prices—and he has established at Toronto a depository of the best maps and other apparatus and means of illustration, to be sold to school committees and teachers, at cost. (We have not got so far along as to use apparatus; but the same exertions have been used to have depots of good text books established in convenient places, and at cheap rates, &c. Repeated efforts, however, have been made to get the black-board every where introduced, and in a few instances to have other apparatus furnished in schools to be models for the coun-

ties where located, &c. Recommendations have been made and urged in regard to school houses—recommendations suited to our present state of advancement.

Of the system of schools in Upper Canada, the superintendent of Common Schools for Connecticut, in his report for 1853, says: "*The rapid progress which the Province of Upper Canada has made since 1842, in establishing and maturing a system of Common Schools, and the degree of efficiency to which it has already attained, has been without a parallel in any of the newer States, even with the school habits of many of the early settlers, and the munificent endowment of public lands by Congress. The efficiency of the system is not surpassed by that of any of the older States.*" The Superintendent, Rev. Dr. Ryerson, was, I think, sent to Europe when they were maturing their system; and while utterly unconscious of it at the time, I am much gratified to find that in several points my movements have been precisely similar to those of an officer who ranks so high. See *Certificates* for farther illustration.

3. **TEACHERS' INSTITUTES.**—In most of the States where they have Common Schools, provision is made for holding what are called *Teachers' Institutes*; and at these the Superintendent or his assistants are required to attend and lecture, &c. &c. The Superintendent of Connecticut is required to hold eight each year, and these are meetings of Common School teachers held in different sections, from three to six days at a time, all the expenses being paid by the public.

Such lectures do good—it is not like a long, dry talk on school matters made to such of the curious as may be collected at Court House on ordinary occasions, of whom some listen and do not understand, some pass in and out impatient for the exciting oratorical part to begin, and one or two having no official connection with the schools, not expecting to have, listen and understand, and appre-

ciate, but do not act. The Superintendent of Massachusetts has two assistants, whose exclusive business it is to lecture, and who get 1000 dollars *per annum* each, and the Supetintendent, (Secretary he is called,) \$1500.

Besides this, Massachusetts pays over \$4000 *per annum* for the expenses of these Teachers' Institutes. Maine pays 200 dollars for each county for Teachers' Institutes.

They have also Teachers Institutes, with expenses paid, in Connecticut and Ohio; and in the latter State, before the State took efficient action, the teachers themselves raised a fund and employed a State agent; but now they have a State Commissioner, with a salary of \$1,500, and a Secretary also paid.

The Superintendent of Connecticut acknowledges the assistance of some fourteen persons in delivering lectures; and in addition to the sums already appropriated to teachers institutes, recommends that \$100 more be appropriated for each institute, to employ Lecturers, &c. Teachers Institutes are also held in other States; but it is unnecessary to enumerate them.

The Teachers' Library Associations, recommended by me, are intended to take the place of both the *Libraries and Teachers Institutes* in other States; and the two combined on my plan, and all the expenses of the Examining Committees, *which certainly ought to be paid*, will cost the State less than either the Libraries or Teachers' Institutes singly, and vastly less than Normal Schools, which they also have in Canada, Massachusetts, and Connecticut.

4. TEACHERS CERTIFICATES.—Tribunals to examine and license Teachers, are common nearly every where. These tribunals in many places have the right to revoke licenses; and in Ohio there is a County Committee in each county, who grant licenses for two years, with the right to revoke them. These certificates are good only for the counties in which granted; and the Committee are to

give notice, as here, of times and places of holding meetings to examine teachers, and to receive one dollar and a half per day for services, with stationery found, &c. The Committee consist of three. In Upper Canada, whose system seems to be taking the palm, there is in each county a disinterested Board of Examiners, which Board *gives three classes of Certificates*, thus establishing a broad difference between the only tolerable teacher, who receives the third class certificate, and the superior teacher who receives the first class certificate; and out of 3,187 teachers licensed, only 387 obtained a first class certificate. The County Board is composed of the Trustees of the Grammar Schools, and *the local Superintendent* of each village and town in the county. How much like the system here!

5. REPORTS.—The Reports required of Superintendents every where are almost exactly like those required here in the Act of 1852—the general view of education and the same statistics are to be given, of children, attendance, wages, sexes of teachers, salaries, &c., &c.—and teachers are required to report to local Boards after the manner I have recommended. The number attending the Common Schools here, as compared with the whole number of children in the State, is greater than it is in some of the Northern States, where they have the oldest and best systems—a singular fact. In Connecticut it is about 71 to the 100. This is partly owing to the fact that they have necessarily to quit school at an early age and go into business—partly to the great number of Grammar Schools, Academies, &c.

6. BLANKS.—Special stress is every where laid on the necessity of strict attention by the Superintendent, to the preparation of commodious and useful blanks, &c.—For twelve years we worked under a few imperfect, impracticable forms, and the consequent injury was not light.

7 6. STATE SUPERINTENDENT.—“Every State in the Union that has attained to any considerable perfection in their system of Common Schools, has done so through the assistance of a *real* State Superintendent, selected for that purpose, and with a compensation to enable him to discharge his duty satisfactorily to himself and for the public good.”—*Report of Superintendent of Illinois: sic alius.*

7 6 7. QUALITY OF COMMON SCHOOL EDUCATION—WILL IT DO GOOD?—The difference in the number of children attending school now in North Carolina and fifteen years ago, is amazing; but fastidious educators, much devoted to the *forms* of instruction, and forgetting its great object, to unfetter the mind and open it to the reception of ideas, would contend that this great increase in pupils was not an increase of *education*. To this I have answered, “We have accomplished a mighty object, we have opened up the intellect of the State to light, when we have learned it to get ideas by being able to read books and papers, and to do business by writing, if it pronounces every word wrong as it reads, and mis-spells all as it writes.” Of course we must aim at more—but this is the first practical benefit which is to tell with great force as the old generations are swept away and the new ones come on. Nevertheless, my own opinion of the good done has been criticised by well-meaning persons, and I cannot therefore, refrain from making a most sensible quotation from the report of 1853, of Henry Barnard, the accomplished Superintendent of Common Schools of Connecticut. When making his report he had just returned from a tour in Europe, and like Mann, and Stowe and others, he was greatly impressed by the admirable systems of Prussia and Holland and some other States.

But unlike Mann and Stowe, Mr. Barnard is a *practical* man, and imbued with a just sense of the great end and object of all education. The quotation I make from him is long, but it is exactly to the point, and worthy of

being pondered by all in this latitude as well as in Connecticut. Hear what he says: "It may, however, save some misapprehension of my own views, to remark, that with all these agencies for the education and improvement of teachers, the public schools of Europe, with their Institutions of Government and society, do not turn out such practical and efficient men as our own Common Schools, acting in concert with our religious, social and political institutions. A boy educated in a district school in New-England, taught for a few months in the winter, by a rough, half-educated, but live teacher, who is earning his way by his winter's work in the school room, out of the profession into something which will pay better, and in the summer by a young female, just out of the oldest class of the winter school, and with no other knowledge of teaching than what she may have gathered by observation of the diverse practices of some ten or twelve instructors, who must have taught the school under the intermittent and itinerating system which prevails universally in the country districts of New-England--a boy thus taught through his school life, but subjected, at home and abroad to the stirring influences of a free press, of town and school district meetings, of constant intercourse with those who are mingling with the world, and in the affairs of public life, and beyond all these influences, subjected early to the wholesome discipline, both moral and intellectual, of taking care of himself and of the affairs of the house and farm, will have more capacity for business, and exhibit more intellectual activity and versatility than the best scholar who ever graduated from a Prussian school, but whose school life, and especially the years which immediately followed, are subjected to the depressing and repressing influences of a despotic government, and to a state of society in which every thing is fixed both by law and the iron rule of custom." Such are my often repeated views; and the

reasoning holds out as to the relative merits of teachers and others, educated by their own exertions and those prepared by means they did not earn, at fashionable colleges or Normal schools, imbibing the ideas of the rich and gay, emasculated by luxurious habits, and shut out from a practical view, from all contact and association with the *people*, with *humanity*, in its family and its industrial phases, necessities, labors and sympathies. Hence the importance of district schools to educate a race of free people, necessitated to work, in schools where they are surrounded by all the "wholesome influences" of the family circle, of the farm, the shop, the kitchen and the nursery; and hence also the greater *stamina*, the more useful, sturdy and energetic character to be expected of a race of teachers springing up from the Common Schools, studying by themselves and going through the yearly ordeal I have initiated and wish to perfect the resources of their hearts and minds being called out and invigorated, as compared with those gliding through the easy routine of college life in Normal Schools, the only end being to gain a *diploma* which is to answer all questions as to character and capacity, and to cover all defects. Good and useful teachers for the masses—the masses, the real bone and sinew and nerve, male and female of a great, religious, free and living people, must be educated in view of those necessities and tasks of our common nature which we cannot remove, but which we can lighten, enliven and make pleasant by intelligence and moral worth.

Still, with Mr. Barnard, I may add "our aim should be to make the school better, and to bring all the influences of home and society, of religion and free institutions, into perfect harmony with the best teaching of the best teacher."

C. H. WILEY;
Sup. Com. Schools.

SPECIAL REPORT.

OF THE

GENERAL SUPERINTENDENT.


OF

COMMON SCHOOLS OF N. C.,

*Made, according to Law, to the Governor, for the use
of the General Assembly.*

RALEIGH:

W. W. HOLDEN, PRINTER TO THE STATE.
1855.

 There are three Reports herewith transmitted to the General Assembly—the *first*, is the First Annual Report of the Sup. of Com. Schools, made to the Governor, for the year 1853—the second is the Special Report required by law to be made at the close of the year 1854, to the Governor, for the Legislature, and giving a history of education, &c., &c.—and the third is the Second Annual Report of the Superintendent, made to the Governor, according to law.

The *last* Report is placed *first* in the volume, as it contains a few recommendations to which special attention is requested. These will be found in the *Appendix*.

The Report itself was hastily prepared, before the materials had all come in—and for a history of education, and a review of our operations, and an account of the causes which have retarded our progress, as well as a survey of our present situation, attention is directed to the Second Report in the volume, being the Special Report for the Assembly.

The recommendations as to Teachers' Library Associations, Examining Committees, election of Committees, and times of election, &c. &c., are earnestly pressed on the consideration of the Assembly. The printing of these Reports has been unavoidably delayed by the pressing engagements of the Public Printer; and it may be stated that the Second Report in the volume, the Special one to be made for the Assembly, could have been printed by the meeting of the Legislature, but it was thought that this might be a little stretch of authority, and so the Report was first sent in to the Assembly in manuscript, &c., &c.

REPORT.

To His Excellency, DAVID S. REID,
Gov. of the State of North Carolina :

SIR—The sixth section of the Act to provide for the appointment of a Superintendent of Common Schools, passed at the session of 1852, (chapter 18th,) contains the following clause, to wit: “It shall be the duty of the first Superintendent of Common Schools, appointed for the State, to collect accurate and full information of the condition and operations of free or common schools, in each county in the State, and of the size ^{of} the districts; to inform himself as well as possible of ~~the~~ ^{causes}, whether local or general, which have affected the success or impeded the operations of the system in different sections; to consult with experienced teachers when possible, and to collect statistics and information of matters materially affecting the cause of education in the State, and on or before the third Monday in November, 1854, to make a report in writing to the Governor of the State, furnishing a detailed, succinct, and condensed statement, of the result of his inquiries in each county, of the history and prospect of the free school system in the State, with such suggestions and observations as may occur to him, which report shall be transmitted by the Governor to the Legislature of the State, that the said body may thus be in possession of such information as will enable it to modify, if necessary, revise and digest all the laws in force in regard to common schools, and to make such

additions and alterations as may be proper to insure the greater success and efficiency of that system."

It is also made the duty of the Superintendent of Common Schools to make an annual report to the Governor, giving an account of the manner in which he has performed his several duties, with a statement of the operations of the system, and tables shewing the number of children taught, the length of the schools, the number of teachers, &c., copies of which are also to be transmitted by the Governor to the Assembly at its regular sessions. My first annual report of this kind, your Excellency will be able to transmit with your annual message; but as your Excellency is well aware, it will be impossible for me to have ready my second report by the beginning of the session of the Assembly. It cannot be prepared until the annual returns from the chairmen of the Boards of County Superintendents are received, and it will probably be late in the year before these all come in.

Of course it would have been more interesting to combine the annual report with the special report to be made for the benefit of the Assembly of 1854-'55, but as this is impossible, I herewith transmit the latter to your Excellency, that it may be communicated to the Assembly at as early a day as possible.

To comply fully with the letter of the Law would require a volume of such magnitude that the Assembly amid its various duties, would hereby have time to read it; while on the other hand the paramount importance of the subject, and the interesting, critical, and I may say turning point which our legislation in regard to it has reached, demand on the part of those to whom its destinies are committed, full and accurate information of the grounds on which we stand. To furnish this in a form so condensed and practical as to render it immediately available to all the members of Assembly—to give a general and impartial view of the whole condition of things

with respect to the cause of general education in North Carolina, with a short and correct account of the labors of the past, and of the hopes of the future, in order that the Assembly might with this addition to its own stock of information, be enabled to adopt the wisest and most efficient regulations, have been my only aims in making the accompanying Report.

To acquire even the imperfect information which I possess has lost me a good deal of labor and expense ; nor would I, with the expenditure of greater sums, and with more laborious exertions, have been able in two years to have gained the little knowledge of our social and educational history and progress which I possess, but for some previous attention to these things, and to our peculiar geographical position.

Due attention to the general duties of my office—the necessity of putting myself in direct communication with all the departments of the system over which I was called to preside—my heavy correspondence, and the importance of constant attention to the operations of the schools, as they now exist, prevented me from spending much of the current year in traveling. Merely to go into all the counties and deliver lectures would do but little good, while a person so occupied could not exercise a proper supervision, and reach with statistics but a very small portion of the people. I have, however, traveled extensively ; and in the collection of information have complied strictly with the spirit of the Law, while I flatter myself that I am tolerably well acquainted with the geographical, social and educational position of our State, presenting many and great diversities in all these respects. It was certainly intended that the Superintendent of Common Schools should possess this information, essential to his usefulness ; and what I mean is, that I have sincerely tried fully to comply with the spirit of the Law. The first officer of the kind in this State—expected by some partial friends

to do more than it was possible for mortal to do, while other honest men thought it was impossible to do any thing—seeing in the history of the past but a dim and uncertain light, and in the condition of the present a wide spread field of apparent chaos, brooded over by doubts and despondency, it was impossible for me not to err.

Wisdom in the management of complicated affairs, comes to men by experience ; and knowing as the representatives of the people must well know, by what slow degrees the human race has perfected any science connected with its own progress and temporal well being, I feel no apprehensions, but that the Assembly, as your Excellency and the Library Board have done, will extend towards me a becoming charity, and make due allowances for the difficulties of my situation. Moreover, as the subject is new to our people, and not yet well understood, I would, through your Excellency, respectfully suggest to the representatives of the people, in the General Assembly, and whose high province and privilege it will be to give permanent direction to our general educational system, to make a minute and thorough examination of my official course, and of its probable results, in time ; and of all my views and motives, and their policy and justice. As to the *honesty* of my intentions, I do not, of course, mean to suggest or say anything, one way or another, claiming only that I have, with an oppressive, and ever present sense of my responsibilities, most anxiously made it my study, and my prayer to God, to be enabled to do good ; but it is well, and in fact, extremely proper, for the Assembly to examine carefully and rigidly the grounds and motives of my conclusions and views, and to determine their bearing and effects, that bad precedents may not be established, or good ones altered.

With these explanations and suggestions, and the expression of my confidence in the wisdom of the Assembly, and of my readiness to render, in any shape it may

deem advisable, any information in my possession, and which it may wish to obtain, the report below is respectfully submitted.

C. H. WILEY,
Sup. Com. Schools.

PART I.

SKETCH OF THE HISTORY OF EDUCATION IN NORTH CAROLINA—GENERAL VIEW.

The connection between history and progress is obvious. History, it has been well said, is Philosophy teaching by example; and all that does not come to us by revelation from Heaven, is taught by the lessons of experience. Without letters, however, we could know only the experience of one generation; and we could know even that but imperfectly, as there would be no medium by which its scattered facts could be collected and displayed in all their mutual bearings and dependence, and their general tendency and philosophy ascertained.

Hence, since the invention of letters, at least and especially since the art of printing has been made easy, it has been the custom of all governments among civilized people, and in fact of all permanent associations and societies, to keep a record of their proceedings; while many of the more enlightened, and in fact all who aim at good ends, make periodical publications of their proceedings, to expose them to general criticism, diffuse information and invite suggestions, receiving and exam-

ining in return the journals of other governments and other societies.

This power of collecting, condensing, and preserving all the scattered facts connected with its operations, is the life principle of every institution; this, and this only can insure permanent progress and improvement to any merely human invention. If it is organized without any provision of this sort, it is a body without a soul; it may have life and exist, but its existence will be an unreasoning and unremembering one, and its progress accidental and uncertain, and not marked by any gradual and continuous improvement.

If such an organism is necessary to the growth and expansion of all institutions, how much more so to one whose very object is the cultivation of letters and the diffusion of information among all the people. The government of North Carolina, with a wise and beneficent purpose, undertook to establish schools for the education of all the children of the State; and acting upon the best lights of experience then before it, and following the successful examples of other States and governments, adopted what is called the Common School system.

Information in regard to the experience of other countries was acknowledged and felt to be necessary while maturing this plan; but unfortunately our statesmen left out the very principle which had furnished them with light from other quarters. Without designing it, our system was adopted with no sufficient means to record its own experience; and now, after nearly fourteen years of experiment in the dark, it is found necessary to institute a searching review of past operations, that we may be able to take a reckoning and see where we are, and whither we are tending.

First, then, what is our position with reference to general education? This position of course will be a relative one—relative as compared with our own past station, and

the situation and condition of other free and enlightened States.

The State of North Carolina is peculiar in every respect. The attempt to colonize the country directly from Europe failed, in a great measure at least; and as our coast seemed to be without good harbors and bays, and without navigable rivers flowing from the interior, while the regions first presented to the eyes of those coming from the east, appeared difficult to subdue, from the immense marshes and swamps, (now some of the best farming lands in the world,) direct emigration hither from the Old World received an early check.

The prevailing bigotry and intolerance, a little modified by travel, found their way from the old haunts of monopoly, to the distant settlements of the new world; and men to escape from these, altogether deserted the little farms, but recently won by hard toil from the savage, on this Western continent, and plunged into the unbroken forests and interminable swamps of what is now North Carolina. Universities, Colleges, and ecclesiastical establishments were, in their minds, identified with the intolerance and monopoly which governed such Institutions in Europe; and while these people were piously inclined, and seekers after truth, they were not zealous in the building of churches and the founding of Literary Societies.

The subsequent history of the colony and province of N. Carolina, down to the time of the revolution, was not favorable to the cause of general education, except simply as the mental and moral faculties of the people were disciplined by converse with Nature in her rude solitudes, and by the habits of independent thought and self-reliance, and by the expansion of ideas caused by the situation of the scattered colonists in a far off wilderness. Schools were necessarily few and feebly supported.

Small colonies of emigrants from different nations and

States, with diverse habits and prejudices, began to dot the country with thrifty settlements; but no one of these settlements maintained a ruling influence and gave directions and character to the others, while there was a want of cohesion among the colonies—and no uniformity in their general aim. The principal of individual independence, and of opposition to central influence, and absorption was developed to a great extent for that era; and these characteristics of our early settlements furnish the key to all our after history, clearly indicating the origin of a good principle carried here to injurious extremes. When centralizing power and authority did come, they were not of a character to give the people a distaste for the unquestionable evils growing out of their former somewhat patriarchal state; the power came from those who imposed it with a view solely to the interests of the governing few, and was thus too selfish even to promote its own ends. The Proprietaries of Carolina, reaping only trouble and disaster, from their unwise attempts to reduce the people to a race of homogenous servants, transferred their authority and interests to the Crown of Great Britain; and the new sovereign, not superior to the narrow policy of that day, was not much more happy in its experiments. There was a sort of general Government, and a few necessary regulations concerning the general safety, and the administration of justice between man and man, were enforced; but the central power was mostly felt, not in efforts to mould the masses into a united population in pursuit of the public good, but in the executions and oppressions of its officers, and its multiplied inventions for extortion.

The officers of the law were felt to be “not the ministers of God for good, to execute wrath upon him that doeth evil,” but a set of self seekers, wholly disregarding of popular feelings, rights and interests—in fact were a swarm of devouring locusts that came “warping on the

eastern wind," creating everywhere alarm and distrust, and enhancing the long cherished hatred of the source from whence they sprang, the central or general governing power.

Thus, down to the period of the revolution, the people of North Carolina were united in nothing but in dislike of the reigning powers; were bound together by no general sympathies except a common love of liberty. Their lives were absorbed in struggles for existence and for independence, and the efforts to attain the latter were localised and without any general system. Of course the cause of general education languished—of course, the people in their corporate, organic capacity made no successful effort to foster the cause of letters. There was no University—there was no college—there was no successful high school diffusing a general light and influence, no systematic attempts to promote common schools. Individuals, small communities, and religious bodies made some exertions, and a few fountains were opened, and sent their refreshing waters over an occasional green spot in this wide and parched territory; but as a general thing the people received their education in the schools of adversity, and were prepared to act as they did act, the part of heroic men, by the teachings of the peculiar and special providential circumstances which surrounded them.

They were prepared to heed the voice that called for union in defence of right and liberty; but independence secured, our population again manifested its well-founded jealousy of central power. Our State was the last but one to espouse the Federal Government; and the same causes which induced this wise caution in coming into the Union, prevented an active and sympathetic co-operation of all parts of the State in any general plan of public or State progress. In this a just principle was carried to excess: it was not the design of Providence that men

should be independent of each other. The interests of all mankind sustain a mutual dependence on each other; and in every single State, or organised society, (and such States and societies are undoubtedly essential,) the welfare and happiness of each individual are promoted by contributions to the general good. The very rights and liberties of each are secured, and secured alone by surrendering a part of his time and means to the body politic; and where that body politic is controlled by the impartial voice of all its constituent members, as it is here, we are happily exempted from the dangerous liability to err in surrendering too much of the individual to the public.

Our backwardness in contributing to the general welfare, has undoubtedly been felt to a greater or less extent in some of the hardships under which our people have labored—and to say the truth, we have not prospered in a manner worthy of the glorious privileges which we have enjoyed for three quarters of a century.

We have been much divided—we have neglected our resources, and instead of making a thorough examination of the advantages and capabilities of that part of God's creation on which we have been planted, with fostering skies above us, with a healthful climate and enticing scenery around us, we have been straining our eyes to far distant lands, and teaching our children that North Carolina was not their home, but a nursery from which they were to be transplanted to other regions. Such is a short, but I believe, accurate glimpse of the history of our State, with reference to its progress in general improvements.

PARTICULAR EFFORTS TO PROMOTE THE CAUSE OF GENERAL EDUCATION.

Of these there have been few that resulted in any practical good.

Those who took a prominent part in the struggle of Independence, were aware of the intimate connection between education and freedom, and of the importance of the former to the preservation of the latter. Providence bestowed upon us at the Revolution, privileges never before granted to any people, in the same ample extent; privileges which are accompanied by corresponding responsibilities, and to be properly enjoyed and secured require a national and individual character superior to that of former generations.

God himself, in the workings of his wonderful Providence, educated the race that achieved the Revolution, for that great struggle and for its mighty result; he had selected his agents, and carried them far from all the haunts of corruption and of fashionable vice, cutting them off from all the trammels of human invention and opinions, and planting them in a wilderness to be nurtured by nature, and by her light to study the Revelation of Heaven, and the conclusions of philosophy. They were trained in school admirably suited to form and foster the virtues necessary in republicanism; but with the Revolution this state of trial and preparation was to cease, and men were to be left to try what many had long sought, the experiment of self-government.

Our fathers seemed to understand that they received this boon with an implied promise to work up to the Standard which it pre-supposes; and in the Constitution of our State, ratified at Halifax, December 18th, 1776, is the following clause, *Sec. 41.*

“That a school or schools shall be established by the Legislature for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low prices; and all useful learning shall be duly encouraged and promoted in one or more University.” The first clause is the parent of

our present Common School system ; but how long was this offspring held back in the womb ?

This constitutional enactment, binding the consciences of all our Legislators since, seems to have been before its time ; there is in it a wisdom and reach of thought which even at the present day we are hardly realising in North Carolina. In the first place we should observe the character of the schools which the Legislature is enjoined to establish ; schools, "*with such salaries to the masters, paid by the public, as may enable them to instruct at low prices ;*" the obvious meaning of which is, that a public fund is to be raised of such an amount, that individuals would have to subscribe but little to each particular school. These schools were, therefore, not to be charity schools, as each parent was expected to pay something ; but the burden of educating all the children was to be equalised, as a public necessity, by making much of it a public charge, to be paid as other public taxes are paid, according to the means of each.

Those who fought through the seven years war of the revolution, many of them sacrificing all their estates in the cause, subsisting on bread and herrings, and seeing their dearest ones wasted away by disease and privation were very likely to know the nature and extent of these privileges for which they were struggling ; and in their first fundamental organic law, ratified in the very midst of the conflict, at the very hour that they were going forth to meet the storm that darkened all the horizon solemnly enjoin that posterity for whose benefit they were going out to be sacrificed, to educate the children of the State, at the public expense. How then can we declaim against taxes judiciously laid for this purpose as contrary to our privileges gained in the war of independence, a war which our fathers assumed in the very act of enjoining these duties on those who were to reap the fruit of their severe labors ? How far indeed must

we have descended from the standard of '76, when we repudiate as a grievous burden, a duty consecrated as one of the glorious privileges of the free, by our heroic progenitors, by being placed by them upon the immortal scroll on which they recorded the inestimable rights their descendants should enjoy, dictated by souls that were looking calmly in the face all the horrors of a protracted civil war incurred for their rights!

We should notice in the next place the near relationship implied by the makers of our Constitution, between a system of Common Schools, made cheap to the people, and a *University* for the encouragement and promotion "of all useful learning." A *University* and *Common Schools*, were or seemed to be regarded as parts of one system, identified in origin, aim and interest, beneficial to each other, and essential to the prosperity and dignity of the State. And in the last place we may observe, in commenting on this clause, that the order observed in enumerating educational institutions to be founded by the State, is different from that which we have adopted in practice, but it is nevertheless correct and philosophical, and shows that the founders of our government embrace a wide scope in many of their views, and examined the relations of cause and effect with more care than their descendants have generally done.

Common Schools—schools for the instruction of the masses, were to precede Universities; and it would seem to be reasonable that these higher seminaries should be the natural off-shoot of a general system of primary schools, the crowning cope of the educational stricture, and not its foundation, as they are not sufficiently broad and pervading in their influence as to support a massive superstructure.

It is somewhat, if not altogether doubtful, whether a University would ever educate a nation, or satisfy the popular desire for information; and notwith^{stand}

generally admirable management at Chapel Hill, for the first fifty years of the noble Institution there, we observe little of its reflected light in the progress and improvement of the people of the State. On the contrary the gulph between the few and the many was widened; and our favored young men, after receiving a high culture at college would only feel the more inclined to desert a community where they find their education would not be appreciated. Had the University been based on a good system of primary schools, the result would have been very different: its prosperity, founded on a vastly greater number of tributary streams, would have been greater, its relation to the popular interests better understood, and its usefulness at home greatly enhanced.

This University founded at Chapel Hill by virtue of an Act passed in 1789, was the result of the first practical effort of the Legislature, to carry out the provisions of the Constitution.

Its beginnings were small, and the endowments by the State very inconsiderable; but it had by nature a vigorous Constitution, and in spite of its many difficulties, it continued to grow and prosper, until it has reached a very eminent and honorable position.

This prosperity is owing in part to the efficient management of its Trustees and Faculty, it having been especially favored in its presidents—and in part to the necessities and characteristics of our people.

We were sadly deficient in good schools—but as a general thing we have felt our ignorance and have been willing to be enlightened.

One College, however, was not more than sufficient for the wealth and aristocracy of the State; and notwithstanding the republican manners prevailing at Chapel Hill, and the efforts to make the College accessible to all, its influence was but little felt for many years, among the middle and lower classes.

The Legislature, by the granting of Lotteries, helped to give a small foundation to a few Academies; and this, and the mere granting of charters and corporate privileges, was the only substantial aid furnished to the cause of general instruction. There were men, however, who felt the necessities of the times and the duties of statesmen; and among these was the late Judge Murphy, who in the language of a recent contributor to the *University Magazine*, was a "Philosopher and Statesman, whose views were greatly in advance of the generation to which he belonged."* As chairman of the Committee of Education, in the Senate of the State, in the year 1819, he made an elaborate report, indicating that he fully understood and appreciated the requirements of that clause of the Constitution, which I have before quoted. The report covered the whole ground of Public Instruction, and embraced in its recommendations, *Primary Schools, Academies, a University and an Asylum for the Deaf and Dumb*: but although it made a sensation at the time, it soon "passed from the public memory."†

In the meantime there was a gradually increasing interest in education of the higher kind; and to meet the wants of the times an occasional new academy would spring up in a position where it was likely to be well patronized by the more wealthy class.

From the first the facilities for improvement furnished to the masses were very indifferent; and down to a period within the memory of the middle aged, and even of the younger portion of our citizens, our voluntary subscription system of old field schools was, to say the least,

* *University Magazine for September—Page 243.*

The article is doubtless from the pen of Governor Swain, President of the University. The whole report of Judge Murphy is given, and is extremely interesting even at this day.

† *Article of Governor Swain.*

utterly inadequate to the necessities of the times, giving no promise of ever effecting, within any reasonable period, the object of those who framed the clause of the Constitution before alluded to.

The school houses were few and far between—located in the more thickly settled neighborhoods, and bad as are our Common School houses, not at all equal to them, as a general thing, in comfort and convenience of arrangement;* while there was not a house of any kind expressly dedicated to the purposes of teaching, for every ten miles square of territory in the State.

The teachers, as a class, were indifferent scholars; and I say this with high respect for a race among whom there were some useful and devoted public servants and benefactors. But, much as we complain now, salaries then were a good deal lower than what they now are; and even had they been equal or larger, the advantage in this respect would still belong to the modern *cash incomes*, *promptly paid*, over the uncertain earnings which were often long delayed, and part of which was very frequently paid in barter. There were a great multitude of little collections to make, and men of active business habits were not eager to engage in a calling whose small profits were as hard to collect as they were to make. The lazy, the lame, the eccentric, the crippled, were but too often the “old field teachers;” and while many of them could not write their own “articles,” (as agreements between teachers and parents were called,) a collection of those written by the masters would form a literary

*It was not at all uncommon to find these houses without ground or loft floors, with chimneys built of sticks and dirt. Fuel was supplied by brush which the children were sent out, every few hours, to gather, and about the fire there was a perpetual scramble for the inside position, while the young men and women, and older children, ciphored out of doors in the sun, forming very social but not studious little parties on the sunny side of all the surrounding trees.

curiosity as unique in style, spelling, and chirography, as any contribution of the kind that could now be made by any class of teachers.

The studies pursued were spelling, reading, writing and arithmetic; and if those who applied themselves to them in the old schools succeeded better, as men and women, than those who now study in our common schools, it is another illustration of the advantages of early hardships, while the praise is due mainly to the energy, industry and perseverance of the pupils, and not to the schools.

Grammar and Geography were almost wholly unknown in the best of these schools, and many of our middle age people who now read the newspapers teeming with news from the four corners of the earth, all knit together with railroads and telegraphs, feel and complain of their ignorance of the latter study, and would give much to be able to trace upon the map the connections and bearings of countries, formerly seldom heard of, and now mixed up with their nearest political and religious interests, and affecting the prices even of their produce and labor.

The method of teaching was extremely primitive; to look on the book and make a decent, droning noise, of any kind, not out of the common key, would insure immunity from the all potent rod—while this habit of noise, pleasant as it is as a *reminiscence*, because it was the music of our early years, was anything else than an advantage to those who really wished to bend their minds to study. Hence all these, and all who claimed to be such, were allowed to pursue their studies out of doors; and among the white heads with which the sunny landscape would blossom, perhaps one in every ten would be following out some useful train of thought, or diving into the mysteries of Dilworth and Pike. He would “work out the sums” for all the others, and as blackboards were unknown, the scholar had but to run in, hold up his slate to

the teacher, get an approving nod, and return to his amusements. There were no lectures, few explanations, no oral instruction; *to get through the book*, was the great end, and *to whip well*, the paramount means. Few and indifferent as these schools were, they were not generally kept for a longer term than the great majority of common schools now are, and the attendance was equally uncertain and irregular. The schools were generally limited to a quarter of three months, during the coldest part of the winter: and as families with two to six children would subscribe half a scholar, the house would often be jammed with sixty students, and as often hold fifteen or twenty.

Half a Scholar!—Why can't we remember when five children would biennially get the benefit of the teaching due half a scholar for three months—that is, when one and a half month's schooling, every year, or every two years would be divided among 3 to 5 children, making 6 to 10 days or more a-piece! *The good old times!* which, divested of all romance, of all the tender fancies which naturally cluster around the recollections of our childhood, were times which tried the souls of those who wished to gain a good education, and which throw their still lingering shadows upon the present age.*

In the year 1825, the State made a step forward, by committing itself in its corporate capacity to the principle of public schools for the instruction of all the people:

* The writer wishes it distinctly understood, that he fully appreciates the good teachers under the Old Field system, and that he honors and respects their memory. He was personally acquainted with and instructed by a few of this kind; and in different parts of the State were a number of such, but all together they did not amount to perhaps one-fourth or fifth the present number of our schools. For the memory of some of these, he cherishes a grateful recollection: and some of them, good teachers, are yet with us. But how few they are compared with our wants!

thus, for the first time, since the adoption of the Constitution in 1776, recognizing the obligations which it imposes, and adopting the initiatory measures for their practical fulfilment.

The Act, which it is unnecessary to quote, made a provision for the raising and vesting of a permanent fund, the proceeds of which, when sufficiently large, were to be applied to the support of a system of Common Schools, and this Act is the immediate father of our present system.

Let us now for a moment glance at the present condition of things and compare it with our situation twenty years ago.

The very imperfect picture which I drew of our educational history does not do us injustice: it is imperfect mainly as ^{it} fails to exhibit in their startling force, all the dark coloring which would be displayed by a minute statement of all the facts and figures on which the general conclusions are founded.

It was stated that there was not a school house for every ten miles square of territory in the State—and perhaps it would be entirely just to assert, that there was not one for every fifteen miles square. There were two male Colleges, (Wake Forest was incorporated in 1833; and there was the Salem Female School, occupying the position of a College.

There was not a single High School, a very useful kind of Seminary intermediate between Colleges and Academies—and there were a few good Classical Academies, the whole number of Male and Female Institutions of this kind, not amounting together, to more than half the number of counties, if indeed to one third.

Nearly every Institution of this sort was founded with exclusive reference to the wants of the rich; and in how many of them could be found a native teacher, Male or Female.

Even those of our own young men, who resorted to teaching as the means of raising funds to continue their education, went out of the State, believing that wealth and a desire for improvement, were not sufficiently concentrated here to afford immediate and profitable temporary employment of this kind, to those who only wished to teach for a few sessions.

No one ever dreamed of going out into the highways, and inviting *the people* to come into the feast of learning: and when the poor come unbidden, they took the lowest seats and worked hard for what they got. Unfortunately, as the natural result of this state of things, the common people, (as the masses were termed,) and their Old Field Schools were not unfrequently the themes for a display of professorial wit, and sarcasm; thus inculcating in the mind of the young scholar as a fundamental idea, a want of confidence in the people, and a belief in their hostility to liberal accomplishments—and as a set off, the Old Field Teachers, and the Old Field Graduate, were not indisposed to measures of retaliation, boasting on the stump, in the Forum, and even in the Sacred Desk, that they had “never rubbed their backs against the white-wash of Academic walls.”

All the industrial interests felt the blasting effects of this unwholesome condition of things. The educated and the uneducated grew up with a carefully inculcated dislike for home—the latter looking to other States as opening wider fields for exertion in the race of improvement, the former taught to believe that talents and acquirements could not be appreciated in North Carolina. It is no exaggeration to say, that the State was a great encampment, while the inhabitants looked on themselves as tented only for a season; and every year the highways were crowded with hundreds of emigrants, whose sacrifices and losses in selling out and moving would have paid for twenty years their share of public taxes, suffi-

cient to have given to their homes all the fancied advantages of those regions, wither they went to be taxed and to suffer with disease.

The resources of the State were wholly neglected; and even till a very recent period, masses of gold worth hundreds of dollars, lay unnoticed, and when seen, unrecognised as of any value, upon the soil of our guttered hills.*

A purchaser of lands could easily find a seller in every owner; indeed almost every house and plantation exhibited in their decaying aspect the most unmistakable words, "For Sale!" This melancholy sentence was ploughed in deep black characters upon the whole State, and even the flag that waved over the Capitol, indicating the sessions of the Assembly, was regarded by our neighbors of Virginia and South Carolina as an auctioneer's sign!

What is our present position? I will begin my answer to this question, with an extract from my first annual report as Superintendent of Common Schools, a report based on information not as extensive or as favorable as that now in my possession.

STATISTICS.

The census of 1840 was the first which undertook to ascertain the condition and progress of education among the people of the United States. According to the return of that enumeration, taken before our Common Schools went into operation, the condition of things in North Carolina, with respect to schools and general intelligence, was as fallows, to wit:

* This was literally true, as all who are familiar with the history of the Reed Mine in Cabarras, are aware.

No. of Colleges and Universities,	2
No. of Academies and Grammar Schools,	141
No. of Primary and Common (County) Schools,	632
Whole No. of Schools, Academies and Colleges,	<u>775</u>

There were at school, as follows :

	Scholars.
At College,	158
At Academies,	4,398
At all other Schools,	<u>14,937</u>
Total of Children at School,	19,483
(Nineteen thousand four hundred and eighty-three.)	

The number of whites over 20 years old who could not read and write, was 56,609, (fifty-six thousand six hundred and nine,) and according to the census of 1850, our white population had increased but little.

We now have in the State—

Male Colleges,	5
Female, so called,	6
St. Mary's and Salem Schools,	<u>2</u>
	13

Of Academies, I have not yet accurate data ; but there are not less than 200—perhaps 300.

The number of students at Male Colleges now is perhaps between 600—number at Female Colleges, (including Salem School and St. Mary's,) not less than 1,000.

There are also several Male Colleges on the way, and two or three—at least three—Female Colleges.

The number of students at academies, select and private classical schools, cannot be less than 7,000.

By the census of 1850, (of which I have only seen the general outlines,) the whole number of white children at school in North Carolina during that year, was 100,591, (one hundred thousand, five hundred and ninety-one.)

The common schools had been in operation about nine years, and the increase of white population, in that time, only about 12 per cent. The increase in the number of children at school was as follows:—in 1840, 19,483, (nineteen thousand, four hundred and eighty-three;) in 1850, 100,591, (one hundred thousand, five hundred and ninety-one)—or *five per cent.* gain in nine years! Whole number of common schools in 1840, 632—in 1853, by my returns, there were two thousand one hundred and thirty-one schools taught in seventy counties, and perhaps fully twenty-five hundred in all: increase in common schools in thirteen years, *four hundred per cent.* The increase in Colleges has been about two hundred and fifty per cent., and in Academies, at least one hundred per cent.

By returns made to me, as the tables in this report will show, the number of children now attending common schools, in seventy counties, is eighty-three thousand eight hundred and seventy-three, and the number in the counties not heard from, and the number not reported, may be safely estimated at twelve thousand more—making at least ninety-five thousand (95,000) who attended common schools in 1853, against fourteen thousand nine hundred and thirty-seven in 1840, being an increase of over *six hundred per cent.* in the number attending Primary and Common Schools. That this action of the common schools has not been an unhealthy one, injuring the *quality* of education, and breaking down better schools, we have the bold and indisputable fact (and facts are stubborn arguments,) that Colleges and Academies have made an average increase of *one hundred and fifty to two hundred per cent.*, (an unexampled one,) and that

the course of studies has, every year, been made more thorough and practical.

The value of *apparatus* for illustrating the sciences, at the schools now in the State, is perhaps fully three times as great as in 1840; the number of Grammars and Geographies sold, fully five times as great, and the number of *good scholars* at least three times increased.

There were 632 Primary and Common or Country Schools, in 1840; and I am thoroughly convinced, that if all our twenty-five hundred common schools are not as good as those 632 subscription schools were—(and certainly they are not, by a good deal,)—yet that there are more than one thousand common schools now in operation, which in *all* respects are equal to the 632 schools heretofore in existence. I am convinced that for every two *good* subscription schools broken down by the common schools, *we have at least three equally good Common Schools and one Academy somewhere else, or two good schools for one, besides three or four other schools not so good, for every one thus interfered with.*

In these positions I feel well fortified by the facts I have gathered; and these facts, with a careful account of the manner in which our Common School system has been managed, I hope to be able to lay before our next Assembly.

We have been neglectful, and have committed errors which we must avoid in the future; and we have every inducement which a people can have to stimulate them to an efficient management and a patient and liberal trial of a general system of common schools.

The whole income of the Public School Fund of the United States, in 1850, aside from that raised by taxation, donations, &c., was only two millions five hundred and odd thousand dollars; and the income of the public fund of North Carolina, (aside from swamp lands and county taxes,) equal to more than one-twentieth of the whole.

The whole amount expended in the United States, was nine millions and something over five hundred thousand dollars; and in North Carolina, about one hundred and seventy-five thousand dollars, on common schools.

The whole number of public schools, was about 81,000, (eighty-one thousand,) and therefore the average amount expended in the United States, was about 1.17 dollars to the school—the average amount in North Carolina, about 70 dollars to the school taught, and at least 56 dollars for every district in the State, or every four miles square of territory. Now, without farther taxation, we can nearly double this sum: many counties now lay no taxes for school purposes, while our general taxes are lighter, our resources less developed, and the value of our real estate, mines, commerce and manufactures bound to increase more and more rapidly, from their present rates, than in any other State in the Union.

The average time during which all the schools are taught in the year, for the whole State, is about four months; and the whole number of white children between the ages of 5 and 21 years, cannot be short of 195,000—and of these, we may consider that at least 55,000 are between the ages of 5 and 2, and 18 and 21; and we may calculate that of those at this age, the number who have not yet commenced going to school, and who have finished their education, is at least 30,000—which, taken from 195,000, leaves 165,000.

It is entirely safe to estimate that not more than two-thirds of those who go to school, attend in any one year; and by this calculation, we have one hundred and fifty thousand children attending school at some time in the State, and one hundred and sixty-five thousand who ought to be at school. This leaves fifteen thousand as the estimated number of those who are not attending school at all; but we have every reason to believe that one-third at least of these will yet go to some institution

of learning. If they do, it will leave us ten thousand illiterate people in a generation of one hundred and ninety-five thousand or 1 in every $19\frac{1}{2}$ —or at the worst, fifteen thousand in one hundred and ninety-five thousand, or 1 in 13, who will not be able to read and write, while the proportion of the present generation is 1 to 6.

I believe I do not over estimate our progress; and I am equally confident in the opinion that the average *quality* of the education which can now be obtained in our Common Schools is *fully as good* as that obtained in the subscription schools. *I believe it is better*; but it would occupy too much time and space to go into the argument to prove it, and therefore, I will not now state it as a settled fact.

I admit that a considerable number of those who now attend school, go but a few days in the year, and learn but little; *but it must be borne in mind as a very important consideration, that many of these are the children of those who never went a day to school themselves. Into a mind wholly ignorant, it is hard for the light to penetrate: and a man who does not know the alphabet is not sufficiently enlightened to feel his ignorance, or to appreciate a higher state of improvement. He is not upon the ladder of knowledge at all, and can, therefore, see no one above him; but as soon as he makes a start, he can begin to understand his relative position. Hence the children of ignorant parents, who get a little smattering of knowledge at our Common Schools, will feel their wants when they take their positions in life—and their children, if the same facilities remain, will be much better educated.*—This is a conclusion that cannot be gainsayed; and as a large majority of the children of that large part of our population who cannot read at all, are learning a little at our Common Schools, WE MAY BOLDLY ASSERT THAT IN THE SECOND GENERATION THAT DARK BELT THAT COVERS THE SIXTH OF OUR MORAL SURFACE WILL NEARLY WHOLLY DISAPPEAR,

LEAVING ONLY A DIM OUTLINE TO INDICATE ITS FORMER EXISTENCE.

To sum up : For nearly every four miles square of territory in the State there is a school house, and of our 50,000 square miles, not one-hundredth part of it is out of the reach of a school.

There are, perhaps, 3,000 school houses*—and from Currituck to Cherokee they are accessible to more than ninety-nine-hundredths of all our population, reaching to the shores of every lake and river, to the heart of every swamp, and to the top of every mountain.

The temple is erected, and its lights are burning, feeble and dim I admit, in many places ; but the lights of an inextinguishable fire are burning in every dark valley, in every deep cove, in every marsh, and bog and fen. Lo these three thousand Lamps ! To one situated as many of our people are, within view of only *one* of these tapers, shedding, perhaps, a dim and flickering light, the prospect may not appear very bright or encouraging ; but to behold them as it has been my business and pleasure to behold these three thousand lights grouped in one grand Chandaliar, and from the Ocean to the Smoky Mountains, penetrating every square foot of fifty thousand square miles of a land of shadows with the cheering beams of knowledge, is well calculated to fill the coldest breast with emotions of enthusiasm, and to arrest the hand of the most daring invader of this constellation of Hope !

And here I feel impelled to make a small digression, in order to call attention to a very important consideration growing out of this matter, and which has made a

* The number cannot now be precisely stated : by another year, if Chairmen continue to improve in punctuality and precision in their Reports, the number can be exactly known. I have made exertions to ascertain ; but there is still a little of the old habit of carelessness in our system.

forcible impression on my mind. Whoever travels over North Carolina will meet with great apparent diversity of character, manners, and interest; and if he be much attached to the ways and feelings of his own community, will hardly ever feel himself at home from the time that he crosses the boundaries of his county.

I remember that while traveling in the mountains, on the business of my office, I was accompanied by a Methodist clergyman from the middle of the State; and as I saw a Methodist pulpit opened for him every where, even in the Indian settlements, I was more than ever impressed with the energy and all pervading influences of that church.

For myself I found also one common point of attraction between me and the citizens of different sections, and but one common interest, and only one, which we all studied and all felt. The east regards all the up country as mountainous; in the mountains all the east is characterized as "low lands." Different sections and different counties know little of the wants and manners and characters of other sections and counties, while no pains are taken to gain information of this sort; and as our Legislatures too often show, we are or have been a divided people.

We seemed to have nothing in common but our name, and our honorable revolutionary history; and for this reason have not been animated by those common sympathies and hopes which so materially help to make a great people. But from Roanoke Island to the last earthly home of the Cherokees—at the fisheries, in the turpentine forests, among the copper mines, and on the highest mountains there are Common Schools, governed by common laws, based on common principles, experiencing a common history, advancing with a common step towards a common end; and such a state of things cannot fail, in time, to produce great results by the homogenous spirit,

and the kindred sympathies which it will inevitably impart to our population, now so diversified in these respects.

But to proceed with the synopsis of our educational history. We have now about three thousand Common School houses, pervading by their influences every mile of territory in the State; we have annually more than one hundred thousand children attending these schools, and nearly two hundred thousand in every period of two or three years, in contrast with the 800 or 1,000 school houses formerly in existence, and the forty or fifty thousand pupils which they numbered.

Instead of the old prejudice among collegians and academicians against the schools of the people, the colleges and academies are vying with each other in efforts to enlist the popular sympathies; and for the former dislike among the masses of colleges and academies, every community almost is trying to have a college, or high school, or academy of its own, while all of these already established become more prosperous every year. There is a universal spirit of education, and considering our former position, without a parallel in the history of any country, all demonstrating the excellent material of which our population is composed, and their high susceptibilities when once started on the right course, and properly encouraged.

And this spirit is again reflected in the industrial progress of the people, in their growing confidence in themselves and attachment to home, and in the general disposition to make permanent investments in, and to try the resources of their own country.

I have had very considerable opportunities of observing closely the general condition of things in North Carolina; and those who are familiar only with the more obvious phenomena exhibited only on the surface, have no idea of the leaven that is working beneath. A great moral revolution is

silently going on ; a universal change is coming over the spirit of our people. One small circumstance will illustrate this ; and though it may seem trivial in itself, it is a most significant sign. There is a greater demand for building material than was ever known before in North Carolina ; and the demand is every where felt, and among all classes of society. It is by no means all demanded for new and fine houses, but much of it is for the finishing of old dwellings carelessly erected in a former age, when people builded only for a temporary shelter. In some counties almost every second man is looking out for plank, and many tenements awkwardly erected ten, twenty, or more years ago, are now being refitted and arranged for the comfort of families who feel that they and their children are permanently located.

Such is a very brief statement of the progress and condition of our educational and industrial interests—but though brief, it already occupies so much space that it would be out of the question to advance the arguments, statistics and investigations on which these general conclusions and assertions are based.

They are believed to be accurate and reliable ; and they bring us to a point of view from which we can ascertain our real position, and see which way to steer our course.

Comparing ourselves with ourselves, we have done much ; and most of this has been accomplished within that short period of time during which we have endeavored to carry into practical effect, the sacred injunction of the constitution. From the time that Bartlett Yancy and his compeers recognized the obligation in that fundamental law, we have accomplished more for the cause of education, than in all our previous history ; but we still stand far, far below the proud heights to which it was intended we should attain, and which have been nearly reached by other States and countries. This is a distinction which it is exceedingly important for us to remember ; we should look behind us and before us both.

We have made a long stride forward—*let us remember this*—but we still have a very imperfect system of common schools, yet in its infancy, full of the complaints incident to its age, exposed to many dangers, and needing a watchful and tender parent's wise, constant and fostering care.

PART II.

OUR COMMON SCHOOLS—THEIR HISTORY AND CONDITION.

The difficulties under which our common school system had to labor, were of two kinds, *to wit*: those which grew naturally out of the condition of things, and the state of public opinion, and those which were incident to the particular kind of organization which we adopted. If we will attend carefully to these, we will know what remedies are needed; and this is one of the greatest uses of history, teaching us how to avoid the errors of the past.

The obstacles naturally in the way of any system of district schools were many and formidable; but they were *not* of a character to deter us from the attempt which we are making, because many of them are obstacles to other improvements, and *must* be overcome before we can become a great State. *First* among these was the very diversified character of our people, and the local prejudices hedging in almost every county from a cordial co-operation with its sister counties in any great work designed for the common good.

The common schools were a common interest, requiring joint efforts and united wishes: the whole machinery was of a character demanding as necessary to its successful operation, a community animated with one heart and zealous of the common welfare.

A perfectly homogeneous population will never be found, and is not desirable ; but it is possible and consistent with the practicable developments of the most liberal republicanism to have a whole people distinguished by certain leading elements of character, and in their aggregate capacity, and sense of public duty, breathing kindred sentiments, and making united efforts.

As before intimated, a good principle had been carried here to injurious extremes ; and it was our misfortune to have a State so much like a confederation of independent communities, as to be unable to work harmoniously together, in the traces of a system complicated in its parts, but uniform in its action, and requiring the joint exertions of all.

This was a great difficulty—and it is one which must be overcome by time and patience.

The jarring elements of a disunited community of different races are not to be moulded into harmonious nationalities in a day ; and to work out such results, nothing is more effectual than a good system of Common Schools wisely, patiently and efficiently managed. And thus, this greatest of obstacles to the greatness of the State and the success of the schools, is one which the schools only can effectually overcome.

Secondly.—The Common Schools were an entire novelty to our people—a people tenacious of old habits, and justly suspicious of innovations. By experience we knew nothing of such things ; and the system was not to grow up among us by slow degrees, from small beginnings, and gradually to work its way into the popular heart. Such had been its history and progress in Scotland, in Prussia, in Massachusetts ; in these States its origin is hid in the remote past, and its high perfections are the result of centuries of trial.

From these we borrowed it in its mature form, and planted it on our soil ; and without waiting for it to strike its roots into the earth, we expect it instantly to flourish, and overshadow us as it has done for the people in its native climate.

The expectation was utterly unreasonable—and then, because the miraculous event did not occur, we are disposed, with as little reason, to become impatient, and to lose our faith.

We had no experience in Common Schools, and we had no one able and authorized and required to teach us; and instead of comparing ourselves with ourselves, and judging of the condition of the present by the past, we looked at the result of centuries in other countries, and made this the standard of our growth. To have reached this standard in ten or fifteen years would have been contrary to the laws of nature, and a positive miracle; and because we did not reach it, and had no way of determining our real situation by contrasting with the past, we imagine that we have failed, we become faint in heart, and we utter complaints and criminations, and look back longingly to the Egypt behind us.

This system of Common Schools, to be successful in the highest sense, implied a moral revolution: it imposed new duties on the entire mass of our population, it was based on new ideas that had to become thoroughly rooted in every mind, and it opposed and sought to reverse old prejudices and old habits.

Nothing but the spirit of God can so change and remould individual or national character, in a day, a year, or a decade of years; human agencies, in such matters, work by slow degrees, applying themselves most effectually to the new generations, meeting them on the threshold of the stage of action, and assigning them their part while they have no lessons to unlearn. To expect to remodel merely by the passage of a law, and not by the working of that law on successive generations, the whole habits and minds of a nation, is to expect an impossibility; and when we seriously look for and insist on such results, we are making ourselves equal with the children for whom we are seeking to provide means of instruction.

Thirdly. We felt and acknowledged that we were igno-

rant. One-sixth part of our population could not read, and of those classed among the readers, how many could write a plain note of hand, or read so as to be understood? I would willingly draw a veil over these things, but our best and dearest interests demand that we and our children should know them, and hold them in perpetual remembrance. The ignorance of the State was the misfortune, not the fault or disgrace of the people; but it was ignorance, nevertheless, and in its nature presented a strong resisting medium to the whole machinery of the Common Schools to their principle of action, to their workings and their end. It presented obstacles at every step; it met it with barricades at every turn; it enveloped it in a continual cloud of dust and smoke. Could an illiterate community any where manage with perfect success, a perfect system of education? The idea involves an absurdity; and in such a sphere the system itself must necessarily be imperfect, as compared with those where all have been educated; and its movements must be more slow and awkward. It has to clear its track; it is here a kind of car that has to make the road on which it is to run. Hence it and the popular mind will act and re-act on each other, and when the way is made smooth in the latter, the former will assume a more perfect form, and run its destined course with a more even and speedy motion.

Fourthly. Many of us entertained erroneous notions as to the objects of our system of Common Schools; and unfortunately the name helped the deception. Some of those who entertained these notions, were its staunchest friends; they were men of education, of liberal views, and of humane feelings. It was supposed that Common Schools were intended for what is styled *the common people*—a sort of charity schools for the poor. Now charity is a leading virtue; but real charity is that of the mind, that which humbles the person in whose breast it springs, and elevates and honors those for whom it is entertained. But that charity which bestows goods on the poor, with an implied understanding

that they must take them in humility, and enjoy them out of sight of the giver, is not always appreciated ; and certainly to a free people, the idea that because they were poor, their very children must be fenced off to themselves, in schools intended only for them, was by no means a pleasant one. And while I make all due allowances for those who fell into this notion—while I admit their intentions to have been good, and their dispositions liberal, and attribute their errors wholly to the times, and to the want of more experience and information in such things, and not at all to their hearts or impulses—as a citizen of North Carolina, I am proud of the fact that her poorest people disdained to receive an education on such terms, with such an understanding.

This opinion, indicated in our practice, was injurious in two ways: it prevented many from sending to school, and it kept part of the more intelligent portion from taking an active part in the management of the schools. They would give their money, but money was the least of our wants, as it could be easily raised, while its wise and beneficial application, and the assumption of some labor and pains by all classes, to secure this end, were the great things needed. The design of the common school system is not to educate the poor with the means bestowed in charity; it is to bring education within the reach of all by making it a public burden, according to the means of each. Thus each one pays a public tax, according to his ability, to secure a government and the administration of the laws; and the individual who contributes the tax on one poll is politically the equal of him who pays for one hundred.

This is the only way to secure an efficient government, and the certain administration of justice. It is also the surer and vastly the cheapest way of bringing education within the reach of all.

Fifthly. We expected the common school system to work itself: we supposed it to be in the nature of a labor-saving machine, taking off our hands both the cost and the trouble

of instructing the rising generation. We therefore grumbled at every task, and assumed with a protest the duties of every office assigned to us—forgetting that in every county a vigilant scrutiny and active oversight, by the people, and a free expression of public opinion are necessary to the purity and usefulness of all institutions. But it was natural for us to make the mistake we did, as the common school system was, in its nature, a public work, and each individual considered himself free from responsibility, and not specially called on for private exertions. All these difficulties, each one in itself a serious obstacle, had to be met and overcome, and were the natural results of our condition; and in addition to these, the thinness of the population in many sections, the broad distinctions in society in others, caused embarrassments of no light order.

Lastly. We opened several thousand schools, and we had only some one thousand teachers to take charge of them. It is not uncommon to hear the remark that our common school system is inferior to the old subscription plan, because the teachers are inferior to the old-field school masters: a conclusion not at all warranted by the premises, while these premises are by no means granted. Admitting the assumption that the common school teachers are inferior as a class, we justly infer from this a strong and fatal reflection on the old system, for it demonstrates the former state of ignorance and the great paucity of schools. Most of the old teachers are still employed, *and if the average quality has deteriorated, it shews that these old teachers are in a decided minority, and that thus there were formerly not half enough schools for the country.*

We still have many of the old class—and with them, and with the additions which thirteen years have supplied, there is still not much more than half a supply of competent teachers—and this affords abundant testimony of the melancholy condition of education formerly among the masses.

We had not teachers for our three thousand schools, and

teachers were, therefore, made of indifferent materials ; but this was an evil which only the schools could remedy, and which they undoubtedly will remedy in the course of time. The old field teachers, to the meritorious men and women, among whom I wish to do full justice, did not readily fall into the spirit of the new system ; like all people honestly devoted to any useful calling, they had their opinions and prejudices, and their pride and their long followed habits, rendering the best of them often the least disposed to lay aside their cherished laurels and their authoritative positions, to begin a new race for influence and position with young competitors, on a new field, and before new judges.

Nor do they readily recognize the merit of those young pretenders who now suddenly emerge from obscurity, through the medium of Common Schools—and who, by the facilities now afforded, are prepared to teach, after not more than a fourth of the time, cost and labor spent in preparations that were formerly deemed requisite. Nevertheless the supply is increasing and the quality is improving : and the best manufactory in the world is the Common School system itself. If we had begun with an expensive Normal School for the education of teachers, these highly educated teachers would have done as our educated young men have too generally done, they would have exiled themselves to other States. The general ignorance and apathy here, instead of being an incentive to take part among us and labor here, would only have formed inducements to carry them off to more open fields.

But the Common Schools made first a *demand* for teachers—and in the second place, they will gradually so enlighten the general mind as to enable it to demand and appreciate *good* teachers. A way is opened thus to increase the numbers, and improve the character of teachers ; and with no other means or measures than those now in vogue*

* See another part of this Report in relation to Normal Schools, &c.

If these are efficiently and judiciously followed up for ten years, I boldly and confidently venture the opinion, that the supply and the qualifications of teachers in North Carolina will be made more satisfactory than any results that could be obtained by any totally different means within our reach. Young men and young women will emerge, and are emerging, from the humblest walks in life, and avail themselves of the means of gradual and certain elevation which the Common Schools afford—and taught first in these schools, trained in them, and owing all their progress to them, they will better understand their character, and they will be more devoted to their success and perpetuity. But the measures to which I allude, must be fully and vigorously carried out in their letter and their spirit—and time must be allowed for their natural development, our whole machinery being of a character, considering our former history and condition, our prejudices and settled habits, to apply itself most usefully to new generations moulded by its genius.

The best Common School teachers should naturally spring from the schools themselves, if they contain the principle of life within them; and the ability and tendency to produce teachers will be one good test by which to judge of the character of the system. It has already sent out efficient laborers, and the tendency to produce such by the natural operations of the schools, and the means of producing them should be subjects of constant watchfulness. They have been so to me.

And this brings me to the second class of obstacles with which our system of Common Schools had to contend, to wit: the imperfections of the system itself.

I come to this subject with a good deal of embarrassment; for it is one, in regard to which, there has been a great variety of opinion; it is one also which has not been always regarded from the right point of view, as few persons have been in the habit of properly estimating or regarding at all the natural difficulties in the way of any good system of edu-

cation, holding the particular plan itself responsible for all the results.

I also feel some delicacy, from the position which I occupy, in expressing my opinions ; but I know that every consideration of personal diffidence should be forgotten while I am called on by the Legislature of the State to express my views.

Impressed with a sense of duty, I shall endeavor to overcome all sensibility, and to state my honest convictions freely ; and however much I may dislike to have to utter them, while in office, I take the occasion to say distinctly, that they are firmly entertained. I have a high respect for some of opposite or different opinions ; but I am strongly convinced of the justness of part of my own conclusions, and feel bound under the law, to give them unequivocal utterance.

Our system was good, so far as it went ; but it lacked one essential element of success. It was a mere system, a machine of human invention ; and like all other human systems, it needed of course a motive power, and a guiding genius.

No one will deny this. When we undertake to build a railroad, or start a manufacturing company—indeed when we would sink a shaft in search of mineral, or lay off a garden, or start a farm, we first look about for engineers, mineralogists, florists, overseers, whose profession it is to understand the particular kind of business we are about to engage in.

On every farm—at every mine and factory—on every railroad and canal, and in every bank, there is an executive, controlling head, appointed to superintend the whole business ; to watch all its operations ; to gather up all its scattered facts, and deduce from them general principles, and to keep the owners and those interested constantly apprised of the progress and condition of things.

On large farms, even, and at the fisheries, it is customary to keep a record of every occurrence, for guidance in the fu-

ture ; and, as intimated at the beginning of this report, all governments, and all societies, and all institutions, among civilized people, are endowed with the power of perpetuating their experience, as this is the only way of advancing in knowledge.

The power of remembering facts and of collecting and collating them, and thus educing their general scope and bearing, is the power of indefinite expansion and improvement. This distinguishes mind from instinct ; while the power of transmitting the memory and conclusions of one generation to another, distinguishes the civilized mind from the savage.

Without the ability of recording our experience, we could not improve beyond a given point : the experience and knowledge of one generation would be the experience and knowledge of all generations. The first man would arrive at the *ultima thule*—the farthest point of possible progress—and every succeeding race would begin and end at the same place. Besides, it is just as important in all institutions covering a wide field of operations, to be able to *collect* facts as to record them : they cannot be recorded till they are collected. Each individual sees only the facts in his own vicinity—each subordinate officer observes the obstacles and dangers of his own beat only.

One sees a morass, one sees a river, one a mountain, and one a sterile plain ; and each one, if the observations of all could not be collected, would decide that the danger to *all* was the apparent danger in *his* path, and prescribe a remedy and issue a general order which might prove destructive to all the others. Hence there would be a thousand contradictory assertions as to the difficulties in the way. The captain with a swamp before him would drive the whole army against the mountain, and the officer in command here would lead it into the desert. So on the field of battle, (and every human invention has to battle its way through a resisting medium,) so on the field of battle, without a general

officer to survey the whole embattled line of his forces and of the enemies, there would be unutterable confusion, and a pitiable waste of energies.

Thus a head is necessary to the existence and progress of every kind of business, if it were only to collect facts and to record them; in that case it would act only as the *memory* of the institution, and as such only, be indispensable.

But in any extended system of operations, it has other uses nearly equally important: it must see the existing regulations carried out, hold all subordinates to a strict accountability, itself accountable, to the stockholders at large, explain doubtful points, decide disputes, diffuse information, and infuse energy into all the parts.

All these facts are admitted: we admit them in our daily practice, in everything.

How was it with our Common Schools?

While we supposed that in the management of these we were acting on our own views altogether, and refusing to have a distinct head, we were at the very time, still controlled by the opinions of one eminent mind which had thought for us all, and had necessarily, from the time and circumstances under which it reasoned, arrived at some impracticable conclusions.

The late patriotic Judge Murphy, was the first, as before stated, who seemed to understand and feel the full obligations in regard to general education imposed on us by our Constitution, and by our inestimable privileges, earned at a dear cost by those who formed that Constitution; and in the report prepared by him and submitted to the Assembly in the year 1819, the general plan of a Common School system was distinctly shadowed forth.

Of course it was to have a guiding, remembering, and recording head; and to make this head the more useful and efficient, and to give to it the greater dignity, and to insure to it a thorough knowledge of all our sectional interests, it was to consist of several eminent citizens, and to be a dis-

inct corporation and power in the State, with an imposing name, and considerable authority.

There were to be six directors, to be styled "the Board of Public Institution," three were to reside east of Raleigh, and three west; and the Governor was to be *ex-officio* the President of the Board. They were authorized to employ a Secretary, and were to be empowered, subject to limitations by law, to locate the academies directed to be established as part of the Common School system, to determine the number and title of the professors, to examine and appoint the professors, and regulate their compensation, and that of teachers; to appoint, in the first instance, the trustees of the several academies; to prescribe the course of studies in the academies and primary schools; to provide some just and practicable mode of advancing from the primary schools to the academies, and from the academies to the university, as many of the meritorious children educated at the expense of the State, as could be thus educated by the public funds, after first carrying out the whole system of schools as recommended. They were to have power to enact and alter rules and by-laws, and to recommend to the General Assembly, from time to time, laws in relation to education, &c., &c.

They were also annually (sessions of Assembly were then annual) to submit to the General Assembly at or near the commencement of the session, a view of the State of public education within the State, embracing a history of the progress or declension of the University in the year next preceding, and illustrating its natural condition and future prospects, and also setting forth the condition of the fund committed to their trust for public instruction. They had other powers and duties—and as it will be seen, were to manage the *funds* as well as to act as the head of the school system.

In the year 1825, as before related, the State took the first step towards establishing Common Schools, by making provision for the raising of a fund for that purpose; and in the year 1836, Judge Murphy's plan, so far as relates merely to

the creation of a Literary Board, was carried out. It was enacted that there should be a "board of literature in this State," to be called "The President and Directors of the Literary Fund of North Carolina;" so called, because there was then only a *fund*, and no public schools. This board became mere trustees of the fund—they have been useful as such, and as such only have tried to be useful, it being impossible, in the nature of things, that they could, without immense cost to the State, efficiently discharge the duties of Head of the public schools, as originally intended by Judge Murphy.

Nevertheless, when we established our system of public schools, this literary board was made the nominal head—and thus, as I stated, we were still under the influence of the erroneous conclusions of one active intellect which thought for us twenty years before.

This board, however, was but a nominal head, divested of all the powers necessary to make it useful as such; and so we launched our experiment, so new to our people, so complicated, so liable to difficulty, and cut ourselves off from all direct communication with it.

Considering the obstacles in the way and the interests at stake, does it not seem remarkable, when we look back, that we did not try to devise means for keeping the public fully apprised of the progress of things? If we could divest ourselves of the prejudices which habit has fostered, we would be really astonished, after taking a calm retrospective view, to find there has been no worse confusion, and no greater despondency.

The Assembly which first convened after the adoption of the system, fraught with such momentous interests, must naturally have felt a lively concern to know what had been done—what difficulties had been met, what ones overcome, what good had been accomplished, what dangers still threatened, what hopes might be cherished, what expectations encouraged.

Instead, however, of a careful and circumstantial statement of the progress and condition of things, the office overseer, the literary board, honestly reports its inability to discharge the duties which ought to devolve on the head of the system—and they earnestly recommend a change, in law, in this respect. The change was not effected—and in each succeeding Assembly the recommendation of the literary board is repeated, and the report of facts connected with the Common Schools more and more general and unsatisfactory. There finally seems a complete divorce between the State and its schools—and apparently disowned by the State, they are hardly claimed by the public, are repudiated by the friends of the old system and by many of the new, wealthy and intelligent, and seemed to belong to nobody, to be cared for by nobody, and to be, in the affairs of the State, like poor relations quartered on the bounty of great numbers, seated at their banquets, but kept at a freezing distance from the lord of the feast, neglected by the waiters, and rudely elbowed by the other guests.

All at the table take their cue from the proprietor at the head—and as he gives an equivocal recognition to the newcomer, his favorites give a polite stare, and turn their backs on the genius of Common Schools, like many other geniuses, is desolate in the hall of feasting.

At the end of the first year we did not know even how many schools had been established, nor yet at the end of the second or third or fourth—(nor do we yet know!) we did not know what was taught, nor who was taught, how many attended school, how many did not, nor how long the schools were taught—we did not know what counties obeyed the law and what ones did not—we did not know what dissenting officers were faithful, or what ones speculated on the public monies—we never heard what counties succeeded, what difficulties were encountered in the division of the school fund, among the districts, how districts were laid out, how teachers discharged their duties, what demand there

for teachers, or whether the supply was increasing, or whether the people were learning to make a good use of the system. A few good and true men sent up annual reports from their counties—and all their facts and figures, their suggestions and recommendations sleep securely in the dust and rubbish of some huge old boxes and shelves that adorn the corners and sides of the executive office.

Thus, till two years ago, we had no experience, for we had no recording memory; as far as general conclusions were concerned, based on general facts, we were where we started, and we might have continued for many years without improving by experience, or learning lessons from our history. The knowledge of each was derived from his own observation only, and hence so many contradictory complaints, so many jarring opinions, so many doubts, such injurious changes from injudicious legislation, such discrepancies and imperfections in the details of the law, such a contrariety of construction and practice in different counties, such neglect in accounting officers, such a general laxity in the entire machinery.

There are many other imperfections in the law, but its great radical defect was the want of an organism by which the system could observe and note its own deficiencies, ascertain its own progress, and record its own experience. A general Superintendent of Common Schools cannot by any powers the law may give him, at once make good schools where there are bad ones, transform poor teachers into efficient ones, turn bleak log tenements into comfortable houses, or send to school all the children who refuse to go—he cannot create good committees, or active Superintendents, nor an intelligent, public spirited population. He cannot say to the cripple “rise up and walk:” he cannot work miracles.

But a single, intelligent, faithful Executive Head, aided by patriotic Legislatures, could, in the first place, give dignity and importance to the Common School system, exciting the respect, and enlisting the aid of all classes of the citizens,

shewing by his very existence, to all the pensioners the commonwealth, that "common schools" was a honored guest, and to be treated accordingly, by high and low. He could have kept the whole machinery of the system in active operation—he could have seen and collected and reported back, for the information of all, all the various facts in its experience, he could have kept us constantly aware of the progress made, he could have caused a strict accountability to be enforced on all subordinate officers, thus avoiding a fruitful source of doubts, disaffection and confusion in many localities—he could have infused confidence by being known to be a source of information, a hearer and reporter of complaints, and a judge of disputes, and he could have continually diffused information, making common schools here and elsewhere his study. By means of such an organization, the vitality of the whole system would have been increased, its errors more readily perceived, and its capabilities better understood. Therefore, under such a system, there would have been more maturely devised and consistent legislation, more uniformity of action, and more zeal and interest manifested on the part of our leading citizens.

This last consideration is one not to be overlooked ; and I feel confident that the mere creation of the office of Superintendent of Common Schools, two years ago, added at least ten per cent. to the hopes of the system by the confidence which it infused into a large and respectable class who had lost all interest in the schools for the want of better management.

This fact, and the fact that intelligent teachers, and prominent and public spirited citizens can have their views brought together, heard and respected, and can thus be induced to labor with new zeal, would of themselves justify the office, and I feel fully warranted in these conclusions, by what I *know* from actual observation, and from my correspondence and intercourse with the friends of education in various sections of the State. Much more could be added on this subject.

ect, but it seems hardly necessary to occupy farther time on a question which, in every State where there has been the most experience in these things, has been decided the same way.

I would, however, respectfully submit one more view, arising from our peculiar situation ; and it is one which, it does seem to me, ought to be decisive. This view grows out of two admitted propositions, to wit : *First*. That our system has languished for the want of public confidence and interest, while to enlist these would be to give to it new life and vigor : and *secondly*. That the creation of the office of superintendent awakened new hopes all over the State. Now it follows that to abolish it, (this new office,) will be to extinguish those hopes, and cause the whole system inevitably to collapse in public estimation, into a more despondent condition than ever. The hope of better things, ardently cherished, will of itself cause that better time to come ; for it will supply the energies and the means to bring it on ; when hope is gone, enterprises fail. Let this office be abolished, and despair will fill the horizon, now lighted with the signs of promise ; it will be a step at least apparently backwards, and bring confusion along our whole line in the very crisis of our engagement with the opposing forces of general education.

In view of these things—in view of the momentous issues at stake, considerations of momentary popularity, of evanescent political expediency, dwindle to utter insignificance ; while the vast results looming in the future call on us to forget, in this, all our factitious distinctions, and side by side march up to our great destiny, knowing only that we are MEN, patriots, republicans, christians, joint-inheritors of inalienable privileges, and trustees of the most precious temporal hopes of the world !

For more specific recommendations and suggestions as to modifications of our Common School Laws, I refer to *part third* of this report.

PART III.

A BRIEF ACCOUNT OF THE MANNER IN WHICH THE SUPERINTENDENT OF COMMON SCHOOLS HAS DISCHARGED THE DUTIES OF HIS OFFICE.

According to my humble sense of the duties of the office which I have had the honor to fill for nearly two years, they are not limited to the mere requirements of law, nor can they be fully defined within the limits of any statute.

The position is one of vast responsibility ; it is that of official head of a system which proposes to unfold the intellects and direct the thoughts of two hundred thousand immortal souls just entering on the stage of an endless existence. It is intimately connected with the progress of the State, and with the peace and welfare of all its citizens ; and it thus opens up a field where philanthropy and intellect of the purest and highest order can find ample scope for all their powers. There are a thousand little springs, invisible to the casual observer, to be delicately touched, a thousand nameless duties to be performed, a thousand crosses and difficulties which, like those incident to the condition of parent, are unknown to the world at large.

There should be that highest rank of ability, the power to seize on detached facts, to refer them to their leading cause, and thus arrive at general laws, of cause and effect ; and there should be the ability, equally a part of real greatness, to observe and appreciate the minutest incidents, the little seeds that grow, bud by bud, and leaf by leaf, into giant trees.

Conscious of my own inability—conscious of my own responsibilities, and aware that expectation was on the stretch, and that from our previous history, the path of the new officer was beset with many difficulties, doubts, and temptations, I trust I will be pardoned for saying that I entered on my du-

es with a trembling solicitude and constant prayer to God that He would support and guide me, and make me an humble means of doing good.

I hope it will also not be considered out of place for me to say that I made at the start, two unalterable resolutions with myself, for these will give the key in part to all my subsequent course, and furnish an answer to questions respecting reasons for particular actions. The *first* was to do what I deemed *right*, regardless of all personal consequences, and of all expectations. To carry this resolution out in its letter and its spirit, required some patience and self-denial; for it is easy for a Superintendent, and especially for the first officer of the kind, to keep *himself* prominently before the public, and to appear to be doing much, while the public were also looking for "strong measures" and new movements of some sort or other. But considering the imperfect state of our knowledge in regard to our common schools—considering the history of the past, and the condition of the present, the best interests of the public demanded caution, and patient investigation in the Superintendent, before taking any decided steps; and while his friends were looking for some brilliant attempt or achievement, it was a painful duty to have to disappoint them while making a careful reconnoissance of the whole field, closely observing cause and effect, and tracing things to their remote sources. It was felt that to be really useful, a Superintendent must at first adopt this Fabian policy, and forego the pleasure of an open display of his prowess on a rashly chosen occasion, and that he must keep his eye steadily fixed on the great end, that of making the office a real blessing, and never forget it, or neglect it to gratify any particular expectation, to win applause, or to avoid censure. I hope I have strictly adhered to this resolution, and now, at the end of my term, it affords me more consolation than any reward which earthly power could bestow.

The *second* resolution was to do nothing violently, but to

introduce every change and every reform with as little confusion as possible; in other words, to plant still deeper in the popular mind every good principle which had taken root, and to *graft* new principles on those already acclimated and used to the soil, instead of digging up and planting over.

In short the object was to help nature, and so to imitate and carry on new reforms as to have them interwoven with the habits and manners of the people, and thus to fit and cleave to the popular heart and mind. Upon this subject of the best means of educating the masses there are two extreme opinions: one class contend that the whole subject should be left to itself, while another would open schools and force everybody to go. In this, as in all other things, there is a golden mean: we should act as we do with our farms, which we do not leave to the weeds and grass, simply because a hot-house system is not to be commended. We cultivate continually and carefully; but we do it knowing that it is God that giveth the increase, following the methods which He, through nature, points out, and waiting for the early and the latter rain. Entering on the discharge of my duties with these views, I have divided my time among, and given my attention to six different objects, all, of course, having in view the same great end.

These objects were, to gain information for my own guidance, to let teachers, officers and children know and feel that the State, in its organized capacity, was really, as well as theoretically interested in the schools, and looking in at every school house, to diffuse information on Common School subjects in general, and in regard to our own system, its objects, history and necessities in particular, to have the laws in force carried out, to make the system a means of supplying its own great want in the manufacture and constant improvement of teachers, and to initiate useful reforms in the methods of executing the spirit of the law, in the discipline of the school houses, and by the use of books calculated to produce permanent impressions.

1. To obtain the first desideratum, it was necessary to adopt a variety of means. To visit all the counties in North Carolina, and see all the officers of the schools, and others interested, would monopolize the entire time of the Superintendent for a period longer than that of two years. It had been my fortune, before my election to office, to travel over a considerable portion of the State with a view of learning its history, geography and social condition; and soon after the adjournment of the last Assembly, I set out to visit various sections with a view of increasing my knowledge, and of delivering lectures to those interested in schools. The notices of my intended visits were necessarily short—and as the season was sometimes an inclement one, sometimes a busy one, and there was no excitement to draw out the people, the audiences were small, though generally very attentive. This, I knew, was a slow way of reaching all the people—and the impressions produced by a speech are generally of an evanescent character. But I had to travel, and while doing so, I very generally made an address at the county seats of the counties visited. Various invitations were given to me to make addresses at colleges and academies—but I felt constrained to decline most of these, as they would have taken too much of my time from the more immediate business of my office.

During the first year of my term I was in 36 counties, mostly in the extremes of the State bordering on other States—*this* year I have not been able to travel much. The time spent in these travels, though considerable, has not been unprofitable; and I have the satisfaction of believing that I am now tolerably well acquainted with the geographical position and the social condition and habits of every section, if not every county in North Carolina. One very important piece of information gained by these visits to different counties is this: under our loose method of managing the system of Common Schools, heretofore; some very important parts of the law have been, in many places, almost entirely

neglected. One of the most essential provisions of the school laws requires the board of County Superintendents "to keep a true and just account of all monies received and expended by them—when and of whom received, and for what and to whom paid—and the balance, if any, remaining on hand ; to lay the same before the committee of finance of their respective counties—and if no committee of finance, then before the clerk of the county court, together with the vouchers in support of the charges therein made, on or before the second Monday of October in each year : which account it shall be the duty of the said committee of finance to examine, or the clerk of the court, as the case may be, carefully to examine, and if found correct, to certify the same." A copy of this account, with various additional items of information, was to be filed with the clerk of the board and recorded, one sent to the literary board, (now to the Superintendent) and one posted at the court house door. One of these provisions, that in regard to disbursements of monies, is of vital importance : if it is neglected, or never enforced, we all know what abuses might be practiced. But besides the vast sums of money which might be lost, still greater evils would accrue : persons, dissatisfied with the schools, could go to the records, and finding there no satisfactory account of the application of the school monies, could easily poison the general mind in that community, having strong apparent evidence to corroborate their assertions that the whole system was an evil.

What is the general condition of these records ? This is a question I dislike to have to answer fully, for fear it may cause all blame to fall on those officers who are only entitled to share with us all. The blame justly belongs to the peculiar organization of the system ; the simple solution of the ugly-looking state of things is the fact that there was really no apparent use in making a report which, if not made was not called for, and when made was heard of no more, the accounting and non-accounting officers standing in the same

category. Well, if we were now to seek for a legal account of all the moneys disbursed, to be found in the annual statement of the board or its chairman, and certified by the Finance Committee and recorded, the search would be vain for a very considerable part of it—a part amounting in the aggregate to a vast sum. The condition of the records is very bad, to say the least ; but there has been many an honest chairman, who has served the public faithfully, who could not now show the regular annual endorsements of the Finance Committee according to law. We have no right, however, to pass these and sue others against whom there is the same *prima facie* evidence ; and we have no moral right to sue all, and put them now to the trouble of proving what they did with the public moneys, since we did not, at the proper time, enforce a compliance with the requirements of the law. Except, therefore, in cases where there is evidence of fraud, aside from the mere want of the record by law required, it seems best to me, after seeing what I have, to let the past go, every one taking a share of the blame, and to take good care of the future. We are taught to pray daily to be delivered from temptation ; and if we send out large sums, and require no accounts of their application, imposing also heavy duties on the disbursers of these sums, with small compensation, we are exposing them to a double temptation.

Upon this subject I would call attention to the suggestions and recommendations in the third part of this report. The matter is one of leading importance, and if it were not, if it were a little thing, it should be remembered when every little member is diseased, the whole body is in danger. But this touches the most vital part of the system ; and among a people less honest and trustworthy than ours, a course of conduct like that which we have followed would have given rise to an immense system of fraud, and caused the loss, by this time, of half a million of dollars.*

* To show the importance of enlisting the energies of the intelligent, and the influence of one mind, I may mention that in a patriotic and

As a set off to this unfavorable appearance found in the records, I was glad to see that certain physical obstacles to the success of district schools, were not so serious as apprehended. I have feared that the marshes and swamps in the east, and the mountains in the west would oppose barriers in those regions, not to be overcome; and that in consequence many of the children would necessarily be always out of reach of a school house. I therefore made careful investigations in regard to this matter, and so favorable is the information, given on the spot, by experienced school officers, that our people in the more favored middle districts of the State would hardly credit it. I was uniformly informed that but very few families were necessarily cut off from the schools, and, without intending to draw distinctions the least invidious, I would, for general encouragement, make a passing allusion to difficulties encountered and overcome in the mountains.

I have seen boys going three miles to school, and have talked with them, and I found that they considered two miles and two miles and a half a very moderate walk, even in mid-winter, when snow and ice and sleet are common. Some few of the school houses I saw were small, made of unhewn logs, and open on all sides—and into these, in weather which only mountaineers can endure, would be crowded 40 to 70 children of all ages, and in all kinds of clothing.

Many of these schools, in the mountain counties, last only two to two and a half months; and yet, let any one examine the children as they come, and see how many he will find that are not tolerably keen set for an education. I mention this to shew that what are called *facilities* of education

rudely enlightened county, I found the record of the proceedings of the Board of Superintendents very brief. A distinguished gentleman of very liberal views, aided in organizing the first Board, and in his hand-write is a record showing this organization, &c., &c.; he died, and here the record ended!

are good or bad, according to circumstances; and that notwithstanding the complaints, the children of the mountains would consider the means, in my native county for instance, as very ample. Some material parts of the law I found, by observation, by my correspondence, and by questions referred to me, were carried out in different ways in different sections. For instance, in the division of the school fund among the districts, there has been a great diversity in practice while the provisions of the law are hardly ever literally carried out. In some counties the districts are laid off large, and there are several school houses in each; a method objectionable, in my judgment, for various reasons. In the many disputes liable to occur, and always occurring in regard to the location of school houses, there is one decisive method of arriving at a just conclusion, except where there are natural barriers, such as swamps, rivers, mountains, &c., and this is to place it in the *centre*. But in large districts, with several schools in each, this principle cannot be applied; and on the other hand, as long as there are contentions about the proper place for a school house, the system cannot be said to have made a permanent beginning. In these matters I have been often called on for advice, and I would have felt bound, without this call, to give my opinions, the result of an observation extended over the State, and of a comparison of views with men of experience, in different parts. For information as to my action in the matter, and for a further account of the difficulties encountered in this part of our system, I refer to the 6th Head of this part of my Report.

My plan of gaining information in short, was as follows : To see, by actual observation, the field of operations, and know the physical and moral difficulties in the way, as well as to get a general idea of the method of proceeding, and its actual results in different sections, making it a point to inspect every peculiar locality, and see the state of things in every variety of climate, interest and population.

2. To correspond with experienced persons in various sec-

tions. 3. To send out circulars with questions to the Chairmen of each county. And finally, that I might be ever in view of the workings of our system, and see it continually in practice, I have thought it important to keep my office in the country, near some central point, where there are good mail facilities, &c., &c.—and this was of farther consequence to me, as it kept me beyond the reach of the claims of society, and thus enabled me to devote to my pursuits that, to me, most precious part of time, the evenings and mornings, in towns, generally given up to social intercourse. I am in a country school district, forming in its location and inhabitants about a fair sample : I am surrounded by such, and have made it a rule not to interfere specially in them, but to watch continually the course of things, and the operation of general principles. It may be well to add, that I have a large circle of intimate acquaintances, and a number of relatives of both sexes, engaged in teaching, in almost every kind of school—and in these I have an opportunity of feeling and realizing as a friend, the influence of measures in regard to teachers.

In short I have, I believe, had opportunities of viewing things from every point of view—and of *feeling* the operations of the system in all their practical bearings. My views are, therefore, not inconsiderately given ; and my conclusions in regard to Common Schools have been so formed, that while I am generally rather inclined to be diffident, perhaps too much so, in these I feel entirely confident.

2. My next object was to let all persons interested immediately, feel that the State was in earnest in its professions of regard for Common Schools.

A new compilation of the acts in force was prepared—and with it were a plain synopsis of the laws, forms, an address, with suggestions to teachers, pupils, officers, and friends of our system, an index, &c., &c.,—of which a large edition was printed, and copies sent, according to law, to the chair-

men of the boards of superintendents, to be distributed among all the officers of the system, clerks of the court, &c., &c.

Circulars, explaining the new order of things, requesting information and assistance, and urging new efforts, were also issued to all the Chairmen; and to let teachers and pupils feel that the State was actually looking into each school house, a short address, with advice to teachers and pupils and the assurances of the interest of the State in each and signed by the State's representative, were sent to the Chairmen to be posted against the wall of every school house. This being the first call of the kind made by the State would, perhaps, be hardly understood, at first, in some places; for, I regret to say, that there were teachers and pupils who, from the former course of things, had very undefined ideas respecting their connection, as teachers and pupils, with the State. It was thought that the address would put both on enquiry, and that it would help the teacher to enforce good discipline by appealing to the authority of the government, while the pupils hourly seeing the government's definition of the master's duties before their eyes, would know how to appreciate his good and bad conduct, honoring the former and reproving the latter.

Obvious motives would prevent these addresses from being stuck up in many places; and as this is the shortest method of conveying information to all interested in regard to Common Schools, and as plain and correct definitions of the reciprocal duties of pupils and teachers to each other, and of the duties of all to the common parent of all, kept constantly before the eyes of the school, cannot fail to do good, while it also tends to foster the idea that the State is watching every school, a recommendation on this subject will be found in the proper place.

The connection between the State and its schools is not altogether like that between the government and every other interest under its control. Instead of being more

distant and formal it should be essentially paternal, manifested by an appearance of constant solicitude, the commonwealth, through its representative, not merely discharging the duty of enforcing the law, &c., of having every regulation strictly complied with; but indicating that its eyes are fixed perpetually on the schools with a parent's yearning affection while it is ever ready to exhort, to reprove, to counsel and to command.

3. I have endeavored to diffuse information by a pretty extensive correspondence, by lectures, by communications to the Governor, intended for publication, by handbills, circulars to examining committees, to county superintendents, by books, &c., &c. The information conveyed by speeches only is not of a lasting character, and I became fully impressed with the belief that this department of labor alone (the diffusion of knowledge,) might employ much of the thoughts and exertions of the superintendent.

The history, objects, character and necessities of Common Schools should be graven on the hearts and minds of the people—should and must become as familiar to them as the contents of their Almanacs. On this subject no exertions had been made—the Common Schools were not even mentioned in our statistical or familiar literature.

Our publications were all so silent in regard to them that other States did not know we had a system, and while we were advancing with more rapid strides than any Southern State, we did not have credit for any efforts at all. This want of knowledge abroad, however, did not hurt us here, except, as it often induced our reading people—people who read a good deal and do not look about them much at home—to believe that we were really in the rear of every body. But the want of information at home has been reflected in the confusion and despondency of things, and it has been my study and aim to have Common Schools kept before the eyes of all classes,

in all the common vehicles of information in papers and circulars, school books, public meetings, conventions, college exercises, &c., &c. This field is a very wide one, and to carry out fully the views which I entertain will require time and exertion. Already there are public signs indicating the springs that have been touched—both political parties in their Conventions adopt Common Schools on their platforms, this mere adoption doing much good by infusing confidence. College students speak on Common Schools, college professors become interested in preparing books for them, newspapers have opportunities of publishing statistics, and signs of progress, and our whole literature—our calendarial and familiar literature at least, will in time, if the plan initiated is pursued in all its ramifications, become redolent of Common Schools.

As part of the rather extended operations began or attempted in this line, I have made arrangements to publish a Common School Catechism to be used as a text book in all the schools; the work to be small, containing short lessons in questions and answers, as to the origin, history, and progress Common Schools generally; their history, character, and objects here; the duties of parents, teachers, and children in regard to them; the name and style of the State, names of its Governors, &c.; name and style of the United States, names of Presidents, &c.; and the fact that this is a free republican government of the people, and the only one on earth, and the duty and privilege of all its citizens of improving these privileges and securing them by habits of piety, morality, public and private honor and fidelity, &c. Pupils daily or weekly catechised as to the duties of their teachers, will form a tribunal to judge their teachers, and teachers thus catechising their pupils will surely feel restrained from those careless habits which they are calling on their students to learn to condemn. Children will see also if their pa-

rents are performing the duties to their school, which parents, according to this catechism, ought to perform; and they will point out the passages neglected, and thus bring those things home more directly and influentially to the breasts of all concerned.

According to a rule established with myself, I intended to have no pecuniary interest in this little work, direct or indirect. I have already corresponded with a respectable publishing house, and contracted to give them the copy-right, and requiring them to furnish the work as cheap as possible. My many engagements have prevented me from finishing it. I need not say it would contain no party or sectarian matter; when party spirit of any kind gets into the management of our schools, it is time to shut them up. It is a consolation to me to reflect that I have never inquired as to the party politics of the school officers, &c., with whom I have had to deal, except the information came unsought; and that in religion I have desired every child to be left free to choose its own form of worship, or be guided by parents and pastors, wishing only and especially that the minds of all be imbued with reverence for the God that made us and who will judge us, and be put on inquiry for themselves, or under the guidance of their parents and pastors, as to the means of reconciliation to Him.

The peculiarly mercenary or utilitarian character of many of our people, has caused infidelity to take deep hold in some of the American school systems; and in the thousands of "new improved" school books issuing from the press, in the social circle, in school, in all they see and hear, children are taught that "the chief end of man is to make money," or to rise to dignity as Congressmen or Presidents. There are many nice things about humanity and kindness, &c.; but humanity and kindness, and all the virtues have their origin at least in nations, and as national characteristics in piety and submission to

God. The result of this real, practical infidelity among the educated at the North, is a debasement of the mind to the most absurd chimeras; a race highly educated, taught that the chief good is money, find out the soul has other wants, and immortal interests, and not unfrequently give themselves up to such miserable delusions as Spiritual Rappings, Socialism, &c., &c.

Would that it could be our destiny to occupy the golden mean between schools of superstition and atheism, and to raise up a well educated people with the idea, on the one side, that all are the creatures of an infinitely wise Being who has made a revelation of His will to men, and on the other, that each one must answer to Him for himself, and must, therefore, examine, choose and decide for himself. The creed of all christians is the same—that there is one God and one Redeemer revealed in the flesh who has secured a way of escape from the general doom pronounced on Adam; where more is attempted to be taught in the public schools there should be an inflexible opposition, for whatever the motive, the end is the establishment of some particular *form* of worship at the expense of other forms, and consequent injury. The other teaching must be at the domestic fireside, and in the sanctuary.

4. Laws not enforced or enacted without a provision for their uniform enforcement, are a real nuisance; and as far as it has been in my power, I have endeavored to have the school laws executed, having reference to their *spirit*, where there are inconsistencies, and remembering also the peculiar condition of things.

Reports from chairmen not having been heretofore strictly required, an old habit could not be immediately reformed, and at the end of the last school year several counties failed to comply with the law. After waiting a reasonable time, I sent a respectful notice of delinquency to the chairmen not heard from, and by early spring I was enabled to finish my annual report to the Governor, and to give an account of

operations in most of the counties. Defalcations were alleged in several chairmen—but in one instance only I deemed the evidence laid before me of such importance as to justify an investigation under my direction. Doubtless a great deal of money has been misappropriated, but who can distinguish the innocent from the guilty? The past is gone. But I was called on in one county, in a manner that I deemed authoritative, to point out a method of investigation, &c. I did so: the result I have not heard. Doubtless there had been great carelessness, and in several instances this carelessness, even for the last year, has been worthy of censure at least. Considering everything, however, the want of means, of information, the loose way of doing things heretofore, &c., I have thought that the public interests did not demand an official account of the rumors I have heard, nor a circumstantial account of irregularities and negligence growing necessarily out of the former condition of things.

The recommendation which I make in another place in regard to the reports of chairmen, it seems to me, is essential, and with this means of detecting financial errors in chairmen, and the habit of requiring reports, there will be no necessity of making now examples of severity.

The duties imposed on chairmen are troublesome, and while a dishonest man could easily have appropriated money to his own use, and a careless one could make his place an easy one, a faithful chairman could find employment for a good deal of time and trouble and care, more than commensurate with his pay.

The duties of this office should be simplified; the penalties on committee-men, &c., reduced; the school year re-arranged; and the whole law rendered more consistent and plain, and then all its parts should be strictly enforced.

Instead of enforcing the requirements as to the method of dividing the school fund in each county—requirements not practicable in many places—I have made recom-

mendations to the various boards of county superintendents, with a view of arresting disputes on this subject, and of securing the accomplishment of the greatest possible good by the means on hand.

A copy of my recommendation on this subject will be found in the Appendix to this Report.

Nothing is of more service in the transaction of public business, by the people, than a good supply of useful blanks. They are suggestive—they make the labor easy, and insure uniform and fuller returns—and they often include principles.

A good deal of attention has, therefore, been given to this subject—new forms for committees and chairmen introduced, &c., &c. Some little confusion necessarily followed ; but it is believed that the new arrangements are a decided improvement. They were approved by the Literary Board ; and if a full supply, with some others needed, were kept in the proper hands, good results would follow.

All these little things help to increase the general efficiency ; and if every little screw that is loose were properly adjusted, it would wonderfully change the whole aspect of things.

Special care has been directed to the improvement of the law in regard to the examinations of teachers ; but this subject more properly falls under another head.

District Committees are an important part of the school machinery ; and as some diversity of opinion has long existed as to the best method of getting good committees, I have taken some pains to collect information on this point. The Superintendent has no direct authority over these, but it is his business to see how all parts of the machinery work ; and this is one of the most delicate and difficult, as well as useful. Committees will improve as common schools diffuse information, and new generations come on : the general diffusion of a spirit of education, and strict attention to other parts of the law will also help. But in the meantime, some

modification of the law is called for ; and after a good deal of consultation and observation, I earnestly recommend the plan to be found under the proper head.

I have had some correspondence with committees, and made efforts in various ways to stimulate them to a stricter attention to the schools ; and to insure the performance of one duty, have sent out forms on which they are to make their returns of each school, with drafts for the teacher's salary. When filled out, it will exhibit, in full, the school operations—and a copy will be found in the appendix to my First Annual Report.

A great want of our system, as before stated, is a supply of good teachers—and an all important question arises “ how are they to be got ? ”

To create a corps of good teachers, it is necessary to have not merely well educated men and women, in the common sense : they must be devoted *to teaching*, and they must understand the nature and wants of *Common Schools*. Experience shows that the graduates of colleges, from whatever sphere in life they start, are not apt to follow teaching—most of those who follow any profession, study law or medicine.

To secure a supply of teachers trained to the calling, a normal school is often spoken of : would this plan fill our *present* wants ? Supposing the school to contain four classes, with eighty-two in each class, (the number of counties in North Carolina,) so that one for each county might graduate each year, there would be 328 students. It would require at least ten professors or teachers to instruct these—and the salary of these, allowing 1,000 dollars only to each, would be the interest on something over 166,000 dollars, (one hundred and sixty-six thousand dollars.) Allowing the board, books, and clothes of students to average \$150 only to each, the yearly cost of 328 students would be \$49,200, (forty-nine thousand, two hundred dollars,) or the interest on something over eight hundred thousand dollars.

Thus, then, to educate one teacher for each county an-

nually, would take an investment of \$960,000, (nine hundred and sixty thousand dollars,) besides the cost of buildings; and if the State paid only half the cost it would take five hundred thousand dollars. By this means we would get one teacher for every thirty-five or forty districts in one year, and in twenty or twenty-five years would have teachers for half the schools. A larger number of normal schools would not diminish the cost; and it would not do to furnish only *tuition* free as that is a trifle compared with cost of board and clothes.

Partiality, from family, political, or personal influences, would be felt in the selection of pupils for the normal school or schools, and considering the small number of teachers which our means could supply, I cannot see that such schools would meet our present necessities, while their immense cost would, by taking this sum from the common schools, greatly cripple their energies.

Common Schools, in their organization, may furnish a system of training for teachers, and with our present law, a little modified and rigidly enforced, more will be done to relieve our present necessities than can be effected in any other way.

The substance of our regulations on this subject is as follows: The Act of 1852 requires that no one shall teach a Common School and receive the public monies therefor unless he has a certificate as to moral character and literary qualifications from the committee of examination for the county where the school is taught, which certificate must also not be more than one year old. The Examining Committee is to have at its head the chairman of the board of county superintendents; the object being to give the chairman an opportunity of having a committee that will act, appointed, and of advising and deliberating with it.

Now by the approbation of the Literary Board I have prepared a form of certificate to be used in all cases, ac-

cording to which form the rank of the teacher is designated by figures, figure *one* denoting the highest proficiency and figure *five* the lowest.

This method of grading the teachers is recommended by many obvious considerations: it excites emulation, it encourages merit, it puts committees on their guard, it enables the Examining Committee to see who are improving, and when one takes out the lowest number, and cannot reach higher next year, he can be refused a certificate without exciting complaint.

To the Examining Committees I have issued annual circulars, the last of which is appended; and I have also prepared new forms of returns for chairmen, on which the names and rank of each teacher licensed in the year are to be recorded.

As a further stimulus to teachers, I have recommended to chairmen to inscribe the names and rank of the teachers on the copy of their report, to be posted at the court house door, to be seen by all.

Now with some farther exemptions from other public duties and burdens, in favor of members of Examining Committees, so as to insure a committee that will act, with a provision recommended in another place, as to the formation of teachers' libraries in each county; and with a strict enforcement of the law by an efficient head, we have in each county a school for teachers, admirably adapted to our wants.

Having to rely somewhat on themselves in efforts at improvement, and operated on by public opinion, they will be more likely to succeed in life than those immured in colleges, at the public expense, and shut out from the eyes of the world; and when they gain information it will be practical, lasting, and connected with experience in the Common Schools.

In many counties they are now rigidly examined every year; and from one examination to another, many of these

teachers are thinking of the next trial, and preparing for it. It is in fact a fine school to insure their own success in life, as well as to insure good teachers in time, and the result of my careful observation and inquiry and exertions on this subject is a firm conviction that it would be very unwise not to continue on in the course now carefully matured.

To all the chairmen in the State, this, among other questions, was this year propounded: "*What is your observation of the effect of Examining Committees?*"

Fifty-five answers were given—one said *bad*—one said no change yet—four were yet in doubt, but hopeful, and *forty-nine* were of the impression that the effect was decidedly good under present regulations.

In short, I will candidly confess my firm belief that the efforts of the Superintendent and others, to make the system furnish a supply of teachers without additional cost, are likely to result in good, and if consistently persevered in, must effect a decided alteration for the better.

6. An enumeration of all my efforts under the sixth branch of my labors, *to wit*: the initiation of useful reforms, would lead to a repetition of some things already mentioned. I have desired to have teachers to understand and constantly to feel that there was a pressure on them from behind—to have a full supply of useful, simple and suggestive forms—to secure some satisfactory and equitable method of dividing the school fund in each county, so as to make it do the most good, keeping in view the principle that *equality in facilities for instruction*, and not equality in money, was the end to be aimed at.—(See Circular in Appendix.)

I have made efforts, involving sacrifices of labor, time and interests, to secure a uniformity in the use of text books, and have tried also to secure a series of books that would, in time, create a revolution in the mind of the State.

I have, with this view, refused to recommend any Geography for the use of our schools, till allowed to correct the text in regard to North Carolina: and having selected a work which seemed best suited to our schools, I asked and obtained permission to add an appendix giving a condensed but full account of our State. I also helped to prepare a new map of the State for this work, with all our railroads, plank roads, intended routes, &c., &c., and this special appendix, and this large map of North Carolina, (large for the work) are concessions to our State never made in any work to any State before.

The circulars in the appendix to this report will give an account of my exertions upon the subject of *Readers*—and in this connection I can only remind all concerned of the powerful influences of school literature on the patriotism and greatness of a people. I am authorised to say that the new series of readers are in course of publication. Under the head of duties performed by the Superintendent it may be proper to make some allusion to the subject of *escheats*—a subject to which I would respectfully call the especial attention of the Assembly.

Property of this kind was given by the rightful owner, the State, to the University; afterwards it was vested, as it should in future arise, in the president and directors of the literary fund for the use of common schools.

It was made the duty of the superintendent of common schools to appoint agents and attornies in the different counties to look after claims of this kind, and I prepared a power of attorney, instructions, &c., &c., to be sent out intending to adopt an efficient system of operations.

In the mean time a suit to contest the right to this property was made up between the trustees of the University and the literary board for decision in the Supreme Court of the United States; and the president of the latter then suggested that if suits to recover escheats were brought by the literary board, and any failed, the Uni-

versity, if it succeeded in gaining this property might not allow the costs expended by the losing party. I, therefore, proposed to the executive committee of the trustees of the University to permit me to collect escheats for the literary fund, till the decision of the suit alluded to, with the understanding that if the University gained the suit it was to allow all costs incurred in efforts to collect and receive only the balance, &c., &c.

This proposition was finally referred for consideration to the meeting of trustees, to be held this winter in Raleigh; and thus no satisfactory conclusion has yet been arrived at.

Something ought to be done immediately. I have been informed of several instances where property, now the subject of escheat, would in a short time belong to private individuals by claims matured by possession under color of title.

But for the conflicting claims to this species of property, I could have collected a handsome sum during the last two years; and considering the intrinsic importance of the subject, as well as the unnatural attitude of the University and of the Common Schools towards each other, it is proper and right that the Legislature should interfere in such a way as to reconcile these twin interests, and place both on a substantial foundation. It has been a great object with me to have the University and the Common Schools identified, in the popular mind, as parts of one system; and when, from want of means or other causes they assume a hostile attitude towards each other, the cause of education will be much embarrassed. The trustees and faculty of the former seem disposed to take similar views; and it is to be hoped that the guardians of the latter interest will see that justice is done to both. It was my purpose to have said more upon the subject of *Text Books*, as a means of awakening an interest in North Carolina and in the schools—and to have

given a detailed account of my labors on this subject. This report, however, has already grown to an inconvenient length; and I must refer for a general statement of my course in this respect, to the circulars in the appendix.

In conclusion, I feel it my duty to state my candid convictions as to the usefulness of the Superintendent of Common Schools for the last two years; and I trust I shall do so without any undue regard for my individual views, or any egotistical sense of my personal exertions. I speak of the *office* and the *officer*, not knowing myself in this connection.

The creation of the office gave a decided impetus to the schools, because it increased confidence, and encouraged the belief that the Common School system was hereafter to be carefully managed and watched over by the State. Except to one in my position, surveying the whole field, and seeing the great want of confidence and its immense importance to success in this cause, it is not easy to estimate the importance of this apparently simple consideration; from accounts sent to me from various sections, and from my own observation, I believe that this one step added a considerable per cent. to the hopes of the system. Then the fact that there is an officer clothed with a superintending trust, ever watching the whole field, intent on trying to remedy every defect, pushing every advantage, keeping a look out for danger, holding all agents to a strict accountability, and pressing continually on the backs of teachers, still keeps up the public confidence, enlists as aids to the superintendent, the leading minds of the country, the clergy, who pervade all parts, the professional men, the colleges and the gentlemen of leisure and literary tastes.

All these—and the students of colleges become assistants to the superintendent, having now a rallying point, a bond of union, and a common centre where their minds

can meet and be directed to tangible and common ends.

This, in addition to what has already been said of the office, while it may be added that to abolish it will in all probability tend to increase confusion, to discourage a large class of citizens, and to create a general depression and belief that the system is uncertain, not understood, changeable, and of doubtful utility.

On the other hand it is not to be denied that the officer may be inefficient and even injurious by his policy; that he may make but little exertion to do good, or may employ his time and great opportunities in doing mischief by seeking his own ends and the advantage of his friends, or by inculcating pernicious doctrines. We have, however, to trust fallible men in many responsible situations; and the best we can do is to throw around them such restraints as the nature of things will permit, and to use every exertion to keep the people, with whom is the heart and conservatism of the country, well informed, and in a situation to form correct opinions of all public matters. All who are opposed to this are enemies of freedom: men can have but one motive for keeping their fellow-beings in ignorance, while they themselves want light. That motive is to gain and to keep undue advantages for themselves at the expense of the multitude: it is the motive which made Nimrod a hunter of men, and which will govern his descendants until that good time when, by God's blessing, men will be able to discern the fowler's snare, and the meek shall inherit the earth.

Till then *every office* and *every officer is a necessary evil*; the mere cost of the office as a general thing is a small matter, in this country, while we have to direct the influence of evil passions in the incumbent, and in the management of the office.

This one may be prostituted and be made a curse: but the cost of it is a matter of no moment whatever, considering the immense interests at stake and the sum expen-

ded on them. To abolish it for the *cost* would be truly a farthing-wise and pound-foolish policy ; and if other offices in the system are kept up—offices as liable to be abused, it is well to keep up this as a necessary part of the machinery.

This head can have much influence in directing the studies of the schools, in introducing modes of instruction, in regulating rules of teaching, and in practically modifying the system, in making it produce natural offshoots of higher schools : all of which I have attempted, with, I hope, some success, and with a view simply of adding to the utility of the system. But at some time all efforts of this kind might, with greater efficiency, be turned to evil : the office, in all its bearings, might be perverted, and become a fountain of mischief, sending forth corrupt waters through the young hearts and minds of the State.

Human nature is erring and selfish, and human passions leave their slime on everything ; but may we not reasonably hope for good officers, and watchful Legislatures, and intelligent people, if the system is kept up, and good men in all departments exert their influence for good, in all branches of the Government, and invoke God's blessing on them ? We ought to hope for the best and continually strive to do well, leaving it to the Disposer of all events to order every well-meant effort to happy results.

PART IV.—SUGGESTIONS.

1. I recommend, first of all, that the representatives of the people, in the Legislature assembled, by their united action, as a body, send forth a cheering voice to their constituents, giving evidence of their own interest in the cause of education, and enlivening the hopes, animating the zeal, and stimulating the exertions of the friends of

the system. A biennial and unmistakable expression of this kind from the chosen guardians of the public weal, is of great importance; and if instead of it, we have action that indicates doubts, coldness or hostility, we need not complain of the slow progress things continue to make.

I most respectfully suggest, therefore, that the Assembly present an undivided front to our great enemy, Despair, and like the recent political conventions, claim victory by showing an invincible determination to win it.

Whenever we are really in earnest in trying to succeed in any cause, our first effort is to make known the fact that success is easily to be reached.

2. I suggest that with the new revised code the whole of our school laws be condensed into one, simplified, and changed in the following respects: 1. The school year should be differently arranged. Committees now are changed at the very time the schools are generally in operation, *to wit*: in the Fall; and the law in regard to the election of committees is also cumbrous and inconsistent. A large number of chairmen have recommended to me changes in this respect; and it seems to be the better opinion that committees should be elected late in July, and enter on their duties about the first of August. Perhaps there are fewer schools in operation in July than in any other month; and I would suggest that committees be elected and enter on their offices in this month, and that the chairmen be required to make their reports about the first of August, the report to cover the operations of a school year from one August to another. Or the committees could be elected in July, and the chairmen report the first of January, the report to cover the operations of the calendrical year. In this case, however, some difficulty would be experienced, from the fact that many schools would be in operation in mid-winter; and I do not see any reason, under the circumstances,

why the school year should be made to correspond with the civil. It is obliged to work awkwardly.

3. It is my own opinion and the almost unanimous opinion of Chairmen all over the State, (all of whom I have consulted,) that the present method of appointing committees does not work well. The labors of the Chairmen, in this matter, are unreasonable and will not, therefore, always be performed. To prepare notices of election and post them up at proper places in each school district is a very serious labor; while, on the other hand, not many notices are seen, very few people attend the polls, while it is not uncommon for two or three persons to go and vote in a committee for some selfish purposes of their own. These are universal complaints, and a prompt remedy ought to be applied. Some chairmen think that the committees ought to give notices of elections and to hold them; others think the board of superintendents ought to appoint committees, while a few recommend that elections be null unless a certain number of votes are given. After careful reflection, examination and consultation, I am decidedly in favor of a new plan altogether. It is simple, it secures to the people, which they ought to have, the right to select their committees—it prevents a few from selecting committees for selfish purposes, and it entirely dispenses with all the cumbrous and troublesome machinery of election.

It is to allow a majority of voters for the House of Commons, or a majority of parents and guardians, male and female, in each district, to appoint by petition to the Board of Superintendents, any three persons to the office of committee; and in case of a failure so to petition, the Board shall appoint—appeals to be allowed to the general Superintendent to decide if the petitions are legal.

No unworthy persons will be named on an open petition of this sort; and before the day it is to be presented to the Board, there will be time to circulate it and to can-

vass the merits of all presented. Petitions may be for one, two or three—and the three having most names to their petition, provided these make a majority of *all*, are to be committee; and if only one or two have a majority, the Board appoint the others. I cannot but think this plan superior to all others.

4. The returns of the chairmen made to the Superintendent should be required to have the certificate of the committee of finance of the county, *authenticated by the certificate and seal of the Clerk of the County Court*. This is important.

5. There should be a new tariff of fines, and these being moderate, should be enforced.

6. Committees of Examination being of great importance, they should have some compensation, or be allowed certain immunities from other public burdens. These are our Normal Schools, well calculated to do much good, and already doing a great deal of good, and even if they were paid for their time, they would be vastly the cheapest Normal Schools in the world. Let the committee consist of *three*—be allowed a *per diem*, and be liable to a fine for neglect of duty.

7. I recommend, in this connection, the formation of a Teachers' Library Association, under a general charter, in each county, and on a cheap and simple plan. Let there be a general charter for such associations, making the county chairman librarian, with a moderate salary, say twenty dollars *per annum*, or more.

Let there be appropriated, to begin with, one dollar to each school district in the county—and each teacher be required to pay annually, for the privilege of membership, fifty cents, and let it be mentioned on the certificate of each teacher, whether or not he or she is a member of the library association. The General Superintendent can furnish lists of books—and with even a very moderate sum could be obtained a very valuable library

of books on teaching, on education, school architecture, &c., &c. How many of our teachers have read *one* work of the kind? As teachers become informed about such subjects they inform others; and moderate sums spent this way, would, in the end, diffuse much valuable information. These library associations would present tangible objects for the liberality and patriotism of all classes: donations would constantly be made, and, in many counties, the little beginnings would soon grow by voluntary contributions, to fine libraries, with convenient rooms, seats, &c., &c. Teaching would be elevated—greater interest would attach to the business, to the schools, &c., &c.

After a good deal of reflection on this subject, and examination of teachers' institutes, &c., in other countries, I am fully of opinion that the plan above is one well suited to us, and I earnestly recommend it.

8. I recommend that no draft in favor of a teacher be allowed unless it is accompanied by a statement of the time the school was taught, the number names and attendance of the children, and the branches taught.

9. The general superintendent should be authorized to furnish convenient blanks for all purposes.

10. Every new superintendent should be required to visit each Congressional District in the State.

I intended to call the earnest attention of the Legislature to the swamp lands, suggesting new and more efficient management with a view of increasing the school fund; but since this report was begun the subject has been presented in the Governor's message, and it is unnecessary to make further allusions to it in this place.

APPENDIX.

*To the Chairman of the Board of Superintendents
of Common Schools for the County of*

DEAR SIR: The beginning of a new year is a fit occasion to offer to you some suggestions in regard to the interests of the Common Schools. I respectfully solicit your early and earnest attention to the subjects herein referred to.

1. I have prepared a New Form for your Returns to the General Superintendent, and it went to press some four or five weeks ago. It contains explanations which will guide you in making out your Report; and it is so arranged as to make it easy for you to keep, on it, a record of the names and rank of every teacher to whom a Certificate is granted during the year. Until you receive copies please keep a memorandum of the names of teachers licensed, and of the numbers which each receives on his Certificate—the object being to obtain, by the end of the year, exact information with respect to the supply and character of teachers in the whole State. This will be a great point gained; and I believe, with the new Blanks, we can easily obtain this important information, with little labor to the various Chairmen.

As it is of consequence to bring public opinion to bear as much as possible on teachers and others concerned in the Schools, in order to advance the standard of qualifications and efficiency, you will please place the names and rank of the teachers licensed on that copy of your Return which you post up at the Court House door.

The Blanks for the Return of Committeemen have been simplified; and it is to be hoped that they will not

fail, at some time during the year, to report the number of children in their respective Districts. No Blanks were sent out last year because the Literary Board were of opinion that the universal distribution of the School Laws, containing Forms, would be sufficient—especially as experience had shown that the Blanks were not always used.

I have seen, however, that it is important to have an ample supply of Blanks, commodious in size, and with convenient forms; and the Literary Board have followed my suggestions and adopted and ordered to be printed a full supply of the Forms recommended.

2. No draft in favor of Teachers, should be paid, unless it is accompanied by a report of the time during which the School was taught, and of the attendance of the pupils. A simple way of making this report is for the Teachers to prepare it and the Committee to sign or endorse it.

3. I earnestly hope that you will see to it that there is a good Examining Committee in your county; and that you may not be too much burdened in the matter I would suggest that the great object in having you on the Committee was to empower and require you to see that there shall be a Committee of at least three, who will act, and to enable you to exercise a proper influence in its proceedings. You ought to be the best judge of the situation and wants of your county with respect to teachers.

4. How would it do for your board to adopt a resolution recommending that all teachers, at the close of their schools, have public examinations, with speeches and dialogues? I am satisfied that this would do much to stimulate both teachers and pupils, and to awake public interest; and a formal and urgent recommendation of your board would soon introduce a general custom. Such exercises are especially becoming in the children of a great

Republic, where all things are discussed and determined on in assemblies of the people.

5. Suggest to your board the propriety of so laying off your districts that no one will be too large for one school. The manner of dividing the School Fund among the districts, has been a subject of embarrassing consideration in all the counties; and the plan required by law is impracticable unless there is to be but one teacher in each district. We will suppose your board decide that 80 children shall be considered as the highest number to be taught by one teacher, and that your funds amount to, say \$1 per child or more. Here is a district with 80 children, and the adjoining one has 81—and these 81 draw \$162, and the 80 draw \$80. Again: to divide according to the number of children is not just, for the very small districts, and in many places there must be some of the kind, would draw so little that they could only have a school once in two, three or four years. *Now it should be constantly kept in mind, that equality in the facilities of instruction, and not in money, is the end to be obtained;* and 30 children in one school have as much opportunity, and each one will learn as much as they would if there were only 15 in the school. Hence I suggest that the districts be so laid off that the probable number of children who will attend in each district will not be too large for one teacher conveniently to instruct; and that the fund then be divided equally among all the districts. When the districts are large enough for several schools there is generally a continual contention as to the proper location for the school houses.

6. Please lay before your Board of Superintendents my second annual letter to the Committees of Examination, which is now in press in Raleigh, and will be sent out from that place. My object is to call the earnest attention of your board to my recommendations as to books; and to get it, if it approve of these suggestions, to give them

efficiency by formal resolutions, recommending the books in question. I am continually called on to advise in this matter; and among those having experience in such things there is a more perfect unanimity on this subject than on any other. Your board has the undoubted power to recommend, and such a course has heretofore been adopted in a number of counties. Let the merchants and booksellers be informed of the recommendations in regard to books.

Please give your early and special attention to the enclosed list of enquiries. You can answer all the questions with little trouble; and for your convenience I have left spaces for answers, on the printed sheet, which you can fill out and return.

Similar enquiries I have instituted and continue to institute, in person, in various parts of the State; but I desired to adopt all practicable methods of obtaining early, full and reliable information in regard to the history, condition, and prospects of our system of common schools.

Please give this whole letter, with the questions, your early attention.

Wishing you success and the gift of patience in the discharge of your responsible and various duties, I am with much respect,

Your obedient servant,

C. H. WILEY,

Sup. of Com. Schools for the State.



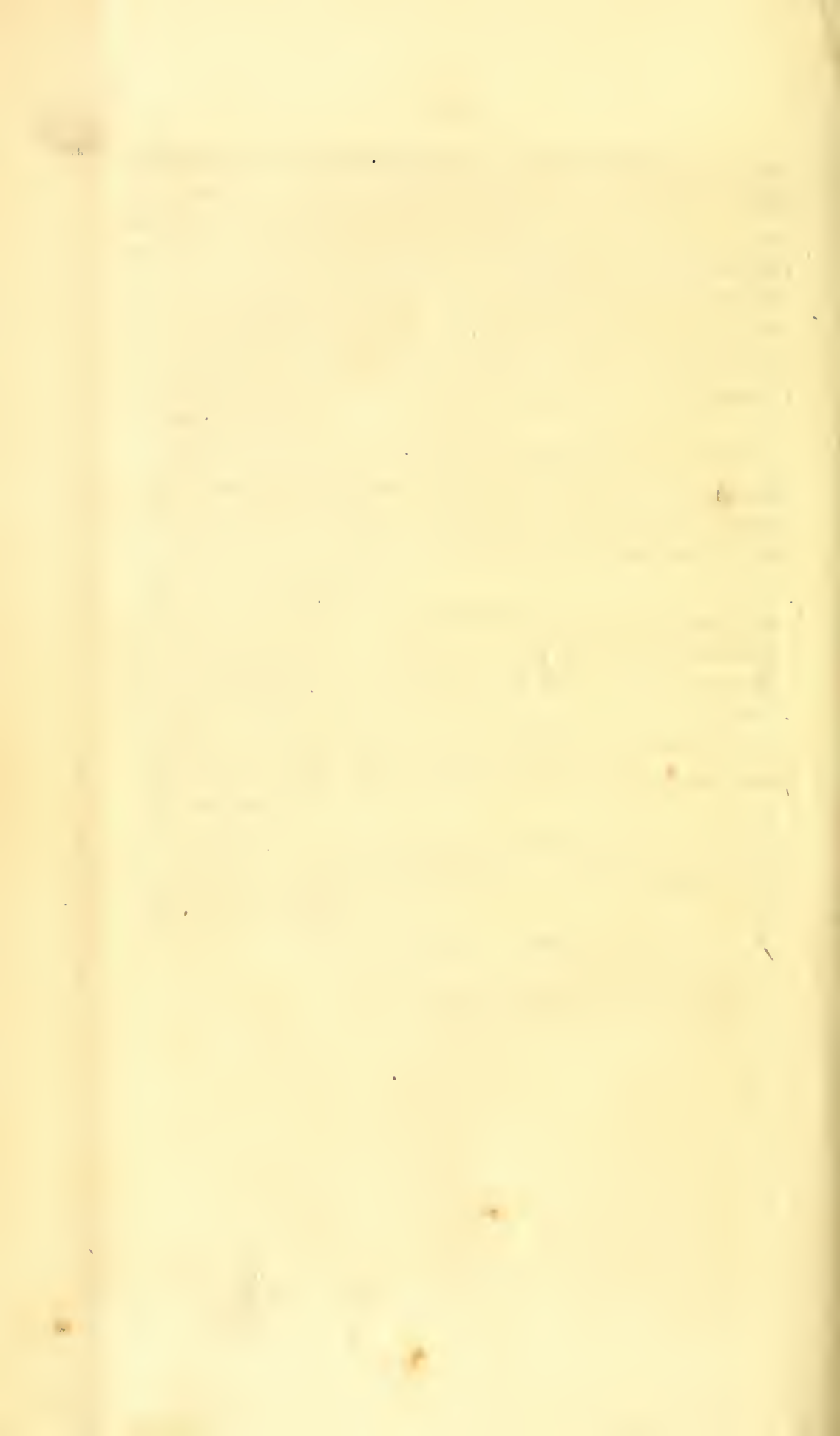


TABLE Showing the Number of School Districts in the several Counties, as far as reported---the Number of Schools Taught---the Whole Number of Children between the ages of 5 and 21 years---the Number Taught---the average Time during which the Schools were Taught, and the average Salaries of the Teachers---digested and calculated from Returns made to the General Superintendent by the Boards of County Superintendents, for the School Year ending the Third Monday of November, 1853.

COUNTIES.	WHOLE No. OF DISTRICTS.	No. OF DISTRICTS TAUGHT.	WHOLE No. CHILDREN REPORTED.	No. OF CHILDREN TAUGHT.	AVERAGE TIME.	AVERAGE SALARY.	No. OF TEACHERS LICENSED, SO FAR AS REPORTED.
Alamance,	39	36	2997	2123	4 7-19 months,	14½ dollars per month,	Males, 13—Females, 7—Total, 20
Alexander,	39	33	1935	1168	3 "	10 to 15 "	Not reported,
Anson,	—	—	—	—	—	—	—
Ashe,	36	36	2078	1055	2 17-18 "	9 to 15 "	No report,
Beaufort,	26	25	2777	1298	6 3-8 "	16 "	Males, 29—Females, 3—Total, 32
Bertie,	36	26	1345	702	4 1-3 "	12 to 20 (irregular.) "	" 21— " 2— " 26
Bladen,	58	36	1914—by calculation,	900—by calculation,	3 "	14 to 24 "	No certificates issued,
Brunswick,	—	—	—	—	—	—	—
Buncombe,	58—including 11 now in Madison Co.	42—including 6 in Madison,	4809	2517	3 4-7 "	10 to 16 "	28—after 13th August, 1853,
Burke,	32	27	2164—by calculation,	1050—by calculation,	2 22-25 "	10 to 16 "	No report,
Cabarrus,	36	31	1863—in 24 districts,	241—in 5 districts,	4 "	16 to 20 "	Males, 14—Females, 2—Total, 16
Caldwell,	38	27	2101	993	2 11-27 "	11 68-100 "	No report,
Camden,	—	—	—	—	—	—	—
Carteret,	20	16	1886	621	2 "	20 to 35 "	Males, 7
Caswell,	36	18	1727—in 28 districts,	714	4 3-4 "	12 to 20 "	No returns,
Catawba,	39	30	3224	1458—in 25 districts,	3 "	12 to 18 "	20—to November 9, and others coming in,
Chatham,	45 school-houses,	37	5000—or about the No. by calculation,	2165	5 " —or near it,	12 to 25 "	Males, 24—Females, 3—Total, 27
Chowan,	—	—	—	—	—	—	—
Cleveland,	64	55	3706	2278	3 3-5 "	About 12 "	Males, 52— " 4— " 56
Columbus,	41	21	1722—by calculation,	1008—by calculation,	3 1-2 " —about,	12 to 25 "	No report,
Craven,	45	35	2492	885	3 33-35 "	22 "	No report,
Cumberland,	75	—	—	—	—	—	—
Currituck,	—	—	—	—	—	—	—
Cherokee,	52*	35	3152	178—in 19 districts,	2 11-19 "	12 to 20 "	Males, 25
Duplin,	32	25—many twice,	1912—in 23 districts,	1434	3 1-6 "	20 to 36 "	" 11
Davidson,	65	60 schools in 58 districts,	4907	2977	3 3-10 "	16 "	Teachers all examined,
Davie,	15	10	2265	659—in 9 districts,	4 "	12 to 22 "	Males, 5 [certificates,
Edgecombe,	45	34	3303	1038	5 1-3 "	20 "	Males, 39—Females, 6—Total, 45. No report of
Franklin,	27	22	2100	842	5 " —about,	M. 18 75—F. 12 "	Males, 18
Forsyth,	46	34	3641	1971	3 1-2 "	12 to 16 "	" 32—Females, 3—Total, 35
Gates,	12	11	1725	429	4 8-11 "	19 to 20 "	" 12— " 1— " 13
Granville,	18—in several more than 1 school,	18—No of schools not stated,	3501	1752	—	—	Not reported,
Greene,	—	—	—	—	—	—	—
Guilford,	72	70	5989	3545	4 1-3 "	M. 17—F. 14 "	Males, 37—Females, 19—Total, 56
Gaston,	31	27	2111	1250	3 1-4 "	11 to 17 "	" 26— " 2— " 28
Halifax,	17—several schools in each,	31 schools,	2000—from calculation,	1023—from calculation,	4 "	15 to 25 "	" 9— " 2— " 11
Haywood,	33	30—in 5 in Jackson,	1997	1237	3 "	M. 12—F. 11 "	" 17— " 3— " 20
Herford,	17	17	1241—by calculation,	646—by calculation,	4 11-17 "	18 to 25 "	No report,
Hyde,	16	8	1119	438	3 1-2 "	23 "	Males, 16
Henderson,	45	28	2581	1101	2 10-13 "	10 to 14 "	No report,
Iredell,	95	77	3792	1991	2 1-7 "	13 14-33 "	Males, 24
Jackson,	—	—	—	—	—	—	—
Johnston,	64	31	3805	825—in 22 districts,	3 10-34 "	15 to 25 "	This report is dated January 1st, 1852,
Jones,	17	12	590—in 12 districts,	267	3 1-2 "	20 "	No report,
Lenoir,	22	19	961—in 15 districts,	719	3 3-19 "	20 to 27 "	Males, 10
Lincoln,	39	37	2159	1100	2 1-2 "	11 "	No report,
Martin,	25	Reports not full—probably 12,	About 2000	Perhaps 500 in 12 districts,	2 7-12 "	18 to 25 "	20—sex not stated,
McDowell,	—	—	—	—	—	—	—
Mecklenburg,	52	27	2132—by calculation,	918—by calculation,	4 "	M. 15 to 20—F. 10 to 20 "	No report,
Montgomery,	35	24	961 reported—all not reported,	911	3 "	15 "	Males, 12—Females, 2—Total, 14
Moore,	—	—	—	—	—	—	—
Macon,	45	26	1956	938	1 1-12 "	12 "	12—sex not named,
Madison,	—	—	—	—	—	—	—
Nash,	32	28	2320	904—in 25 districts,	3 1-3 "	15 to 20 "	Males, 14—Females, 1—Total, 15—since May 7,
New Hanover,	42	35	1365 in 35 districts, of the country,	1100	3 1-3 "	30 "	35—sex not given,
Northampton,	23	20	1521	615	5 10-20 "	15 to 20 "	Males, 18
Ouslow,	23	16	1507	493—in 13 districts,	3 3-5 "	22 "	No report,
Orange,	51	50	4447 in 49 districts,	2507	4 2-3 "	M. 16—F. 15 "	Males, 36—Females, 1—Total 37
Pasquotank,	20	10	1160 by calculation,	700—by estimates, &c.	3 to 6 "	25 "	Not reported,
Perquimans,	17	14	941 in 14 districts,	449—in 11 districts,	3 4-7 "	18 to 23 "	Males, 12—Females, 1—Total 13
Person,	36	21	2200—by Chairman's estimate,	794—in 16 districts,	3 to 8 "	14 to 20 "	Males, 12
Pitt,	31—34 schools,	19—several in operation not reported,	2325—by calculation,	960—by estimates, &c.	3 to 4 "	15 to 25 "	Not reported,
Randolph,	67	56	4989—in 58 districts,	2829	3 2-7 "	12 to 18 "	Not reported,
Richmond,	30	27	1295	813	3 "	24 "	Not reported,
Rowan,	47	46	3831	2829	4 1-2 "	45 to 25 "	Males, 33
Robeson,	54—in Chairman's return,	49	1562—in 45 districts,	1542	2 3-49 "	10 to 17½ "	No report,
Rockingham,	36	34	3696—by estimate, &c.,	1383	5 1-3 "	18 "	Not reported,
Rutherford,	81	76	3929—in 65 districts,	1770	3 1-4 "	M. 12 to 16—F. 10 to 14 "	Males, 56—Females, 6—Total, 62
Sampson,	46	36	3561	1620	5 "	19 "	" 20
Stokes,	40	33	2962	1387	3 1-2 "	15 "	" 21— " 1— " 22
Surry,	35	17	2387	646	2 15-17 "	10 to 16 "	Not reported,
Stanly,	45	44	1662—in 41 districts,	1303	2 1-11 "	12 to 18 "	Males, 19—Females, 1— " 20
Tyrrell,	—	—	—	—	—	—	—
Union,	41	14	1523—in 20 districts,	688	2 1-3 "	18 "	Males, 20
Wake,	65	55	5154—in 59 districts,	2988—in 54 districts,	4 1-3 "	15 to 20 "	Not reported,
Warren,	10—several schools in each,	28 schools,	1353	714	4 1-2 "	18 "	Males, 11—Females, 4— " 15
Wayne,	51	38	Not reported,	About 1449,	3 " —about,	About 25 "	" 33
Washington,	15	13	1253	546	3 1-4 "	25 "	Not reported,
Watauga,	34	25	1736—in 33 districts,	890	3 "	10 "	No report,
Wilkes,	80	54	4800—by estimate, &c.,	2147	2 1-11 "	9 to 13 "	Not reported,
Yadkin,	42	31	3280	1593	3 1-2 "	10 to 15 "	Males, 37
Yancy,	37	22	3605	Not reported,	Not reported,	Not reported,	" 22

TOTALS, Whole Number of Districts, 2,828,—— Number of Districts Taught, 2,169,—— Whole No. Children Rep. 177,629,—— Number of Children Taught, 85,322.

[*From returns for 1852—the Chairman not yet being able to make full report for the year 1853.]

NOTE.—As it will be seen from the above Table, eleven counties had not reported on the 24th January, 1854. These are Anson, Brunswick, Camden, Chowan, Currituck, Greene, Jackson, McDowell, Moore, Madison and Tyrrell. From Jackson and Madison I did not expect reports, as the School system in these new Counties is still partially controlled by the parent Counties, and will assume an independent organization by next year. I will enquire into the cause of the failure in the other Counties.

N.B.—While the foregoing Report was in press, the annual returns from the Chairmen of Moore, Camden, Anson, Brunswick and Greene Counties, and the return up to the 1st of January, 1854, from the Chairman of Johnston County, were received; but they came too late to have a synopsis of their contents inserted in the Tabular Statement. The sums above are not precisely correct, as the statistics from one County were inserted by the printer after the additions were made.







